

2017 Sample Syllabi

A compilation of Fall 2017 internship course syllabi that scored a 4 in the syllabi assessment conducted by the Academic Internship Office.

Academic Internship Office | HBLL 5435 | internship@byu.edu | 801.422.3337

Syllabi

Business

Recreation Management
RECM 496

Education

Art Education
ART ED 496R

Family, Home, and Social Sciences

Economics
ECON 199R

History
HIST 199R
HIST 496R: Family History

Neuroscience
NEURO 496R

Political Science
POLI 399R

Sociology
SOC 399R

Graduate Studies

Communication Disorders
COMMD 688R

Instructional Psychology & Technology
IP&T 599R

Law
LAW 599R

Humanities

Art History

ARTHC 496 R

English

ENGL 399R: Secondary English Teaching

International and Area Studies

International and Area Studies

IAS 399R

Women's Studies

WS 399R

Life Sciences

Health Science

HS 496R

Nursing

Nursing

NURS 399R

Student Life

Student Development

ST DEV 199R: Exploratory Internship

ST DEV 496R: Advanced Legal Internships

Course Syllabi Listed Alphabetically

Art Education

ART ED 496R

Art History

ARTHC 496 R

Communication Disorders

COMMD 688R

Economics

ECON 199R

English

ENGL 399R: Secondary

English Teaching

History

HIST 199R

HIST 496R: Family History

Health Science

HS 496R

International and Area Studies

IAS 399R

Instructional Psychology & Technology

IP&T 599R

Law

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NEURO 496R

Nursing

NURS 399R

Political Science

POLI 399R

Recreation Management

RECM 496

Sociology

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Student Development

ST DEV 199R: Exploratory
Internship

ST DEV 496R: Advanced
Legal Internships

Women's Studies

WS 399R



Art Education

ART ED 496R

ArtEd 496R Art Education Internship

Day/Time: Wednesdays 4-4:50

Location: JKB Seminar Room

Instructor: Tara Carpenter

Phone: 801-946-1409 **e-mail:** taracarpenter@byu.edu

Course purpose

Students who successfully complete this course will become stronger teachers through hands-on practice and reflection. They also will achieve Utah licensure and will be prepared to interview for jobs.

Course description

This twelve-credit course will help student teachers prepare for employment as full-time teachers. Students will generate curriculum, reflect on and evaluate teaching practice, complete all of the state requirements for teaching licensure, and create a professional portfolio to take to job interviews. During the seminar (and individual meetings) we will discuss methods, curricula, legal issues, classroom management, and all facets of preparation of professional documents for the McKay School of Education will be completed.

A pre-internship orientation will be held before the academic year begins. These topics will be discussed at the orientation:

- Using the Internship Registration and Management System (IRAMS)
- Assignments and expectations
- Grading procedures
- Standards of personal conduct
- The nature and amount of supervisory contact between the faculty advisor/department coordinator and the student
- The Internship Master Agreement (IMA) or IMOU which outlines the obligations of the student, university, and internship provider
- Procedures for unanticipated termination of the internship

Your Internship provider (host school and mentor teacher) will be assessed by a mid-point and end-point survey, as well as regular visits from your University Supervisor.

Essential questions to consider while student teaching

1. What are characteristics of effective pedagogy?
2. What does the art teacher need to know and be able to do?
3. How can artistic practice inform teaching practice and teaching inform artistry?
5. What is the potential role of art education in schools?

6. What is the role of the classical repertoire of art education within the emerging worlds of visual culture and digital media?
7. What is the role of art, artistry and teaching in personal spiritual development?
8. What kinds of learning environments foster creativity, innovation and art making?
9. How is art education informed and/or hindered by standards and foundations?
10. How might the visual arts intersect with the education of exceptional students, special education students, or students who learn differently?

Learning outcomes for the course

1. Demonstrate proficiency in the everyday tasks of teaching by doing the following:

- a. Create weekly lesson plans, teaching outlines, or improvement plans in collaboration with the cooperating teacher.
- b. Become familiar with and apply National Core Standards for Visual Arts Education and the Utah Effective Teaching standards to planning and teaching in weekly lesson plans and in the Teacher Work Sample.
- c. Exhibit professionalism in each school setting and the seminar by being consistently punctual (as shown in UPTOP evaluations) and prepared (as shown in weekly lesson plans).

2. Complete the following requirements established by BYU's Department of Art, the Department of Teacher Education and the Utah State Office of Education:

- a. Teacher Work Sample in (TWS). The document should be exemplary in content and presentation, proofread, and on time. Submit the TWS on MyLink.
- b. Meet the expectations of the cooperating teacher, the university supervisor, and administration of the sponsoring school. This is evidenced in achieving at least a 2.4 cumulative score on all UPTOP evaluations from University Supervisors and Cooperating Teachers. The evaluations will be submitted by the evaluators on MyLink, and will be signed by the student teacher.

3. Continually reflect on your own as well as others teaching practice by doing the following:

- a. Provide thoughtful peer review to classmates on teaching practice during discussions and review of on-site video recorded art lessons.
- b. Invite and accept commendations and recommendations made by the university supervisor, co-operating teacher, school administrator and peers. Also engage in regular reflection and self-assessment about the essential questions of the course.
- c. Plan and execute an exhibition of student work.

4. Prepare for Job Interviews by doing the following:

- a. Create a Professional Portfolio.
- b. Participate in the Teacher Fair (Winter Semester) or in mock job interviews during seminar (Fall Semester)

ASSIGNMENTS

I. Teacher Work Sample (TWS)

The TWS is required for all students completing licensure programs at BYU. It is a comprehensive work sample of student teaching that includes the following sections:

1. Contextual Factors
2. Learning Goals
3. Assessment Plan
4. Design for Instruction
5. Instructional Decision Making
6. Report of Student Learning
7. Reflection and Self-Evaluation

These will be completed in sections weekly. **A working draft will be saved as a google doc which will be shared with your writing fellow and instructor. The final draft will be submitted on MyLink by November 15th.**

II. Video

At least one taped lesson is required for the semester. Edit the video to 5-8 minutes. **Turn in your edited video on GoReact by the 6th week of class**, and come to class prepared to view and reflect upon it. You will also be giving feedback on everyone else's videos.

III. Weekly Lesson Plan Assignment

Each week, meet with your cooperating teacher. Determine together which of the following activities will be most helpful. Complete the activity, and **bring a typed up copy to class that has been signed by the cooperating teacher.**

Options:

1. **Formal lesson plan** (this should be what is turned in most weeks):
This should be something that you are preparing to teach in one or more classes the following week. At minimum, it needs to include learning goals, assessment, a detailed outline of how it will be taught, and any materials that needed to be generated to teach with (slide presentations, handouts, etc.). In addition to bringing a printed copy to class, email a digital version of your lesson plan to your university supervisor before you teach. As you plan lessons, specifically consider essential questions #'s 1,2, 5, 8,9, and 10.
2. **Teaching outline for the week** (this format can be used on weeks with a lot of work-days, or if the cooperating teacher will be doing most

of the lesson prep and teaching as the beginning and end of a placement): This should include a detailed daily schedule of what you will be doing to support instruction in the classroom the following week.

3. **Plan for improvement** (this format can be used throughout the semester as needed, usually 1-4 times): This should address a specific aspect of teaching drawn from the list of essential questions above, or your own concerns that you wish to improve upon with support from your cooperating teacher and/or university supervisor. Include a description of the area of focus, a description of specific steps you want to take to improve, and a description of how your mentors can support this improvement.

V. Professional Portfolio

Your completed professional portfolio will be turned in **at your exit interview during finals week.**

Plan ahead by having photographs taken of yourself in your teaching settings, including documentation of student work. *Avoid pictures with students' faces, as this requires a photo release from the students' parents.*

Your Professional Teaching Portfolio is intended as a promotional piece for you to take with you when you interview for a teaching position. Carefully consider your content and presentation, as it will reflect who you are as a professional.

1. **Title Page** (i.e. Professional Teaching Portfolio of Sam Samuelson)

2. **Table of Contents**

3. **Photograph of Self**

4. **Teaching Philosophy**

5. **Vitae/Resume**

6. **References**

7. **Sample of Student Art:** Consider including: Individual student work with or without the student included, You teaching, demonstrating, you displaying / hanging a show, you judging student art work

8. **Creative Portfolio:** This should include photographs of your own artwork with titles and artist statements

9. **Curriculum Samples:** Consider including an overall unit plan with sample lessons so administrators can see that you can plan towards large themes.

VI. Exhibition-Student Show

The exhibit can be in the school, the university, a public gallery, or other exhibition space (libraries, restaurants, etc.). Begin thinking now of what you would like to have exhibited and the process you will use for selection. This exhibit should also document in written form the nature of the project and what students learned in the process. Are you going to exhibit only the very best work or the work of all students? How will you design and promote the exhibit? Create a document that describes your exhibition, how and where it was displayed, and how pieces were selected. The written assignment should also include photographs of the exhibition.

Turn this assignment in on Learning Suite by the final week of class.

VII. Weekly Schedule

Before every class on Wednesday, email your weekly schedule to Tara Carpenter and your University supervisor. Include in the email your school name, location, and mentor teacher, with a number that you can be reached at. List each class period with an accurate time of when it meets, and add a description of what you plan on teaching and/or doing during that time. Note at least one lesson that would be good for potential visits by your supervisor.

VIII. Supervisor Visits

These visits are a very important part of the student teaching experience. They will form the basis for your final evaluations and future recommendations. They are also a key part of reflective teaching.

Visits could be on any school day and may be not be announced/scheduled prior so be prepared.

When we arrive, give a simple introduction to the students. For example, "This is my university supervisor, Tara Carpenter, she'll be visting class today."

Following your lesson, plan to spend a few minutes in a de-briefing session with your supervisor (usually out in the hall). If possible, arrange in advance for your co-operating teacher to cover for you. Often your supervisor will also conference with your co-operating teacher.

IX. Job Interview Preparation

Participate in the Teacher Fair (Winter Semester) or in mock job interviews during seminar (Fall Semester).

Grading Policy

This is a pass/fail class. In order to pass, all assignments and assessments must achieve at least an **80% score**. Because the scoring is pass/fail, individual

assignments are not comparatively weighted. Additionally, student behavior and dress must at all times reflect the honor code. Students may be failed/removed from their placement for reasons of unprofessionalism.

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

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

University policy requires any university employee in a teaching, managerial, or supervisory role to report incidents of sexual misconduct that come to their attention through various forms including face-to-face conversation, a written class assignment or paper, class discussion, email, text, or social media post. If you encounter Sexual Misconduct, please contact the Title IX Coordinator at t9coordinator@byu.edu or 801-422-2130 or Ethics Point at <https://titleix.byu.edu/report> or 1-888-238-1062 (24-hours). Additional information about Title IX and resources available to you can be found at <http://titleix.byu.edu>.

Student Disability

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

Academic Honesty

The first injunction of the Honor Code is the call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. "President David O. McKay taught that character is the

highest aim of education" (The Aims of a BYU Education, p.6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.



Art History

ARTHC 496 R

Art History Academic Internship – ARTHC 496R

Instructor/Internship Coordinator: Elliott Wise

Email: Elliott_Wise@byu.edu

Telephone: 801-422-7294

Office: 3048 JFSB

Hours: By appointment

Learning Outcomes:

- Gain experience and rigorous training in the art world (museum, gallery, art organization, auction house, library, archive, etc.) .
- Provide professional development and contacts for the field beyond the walls of Brigham Young University.
- Assess your learning process during the internship through regular, written reflections.
- Facilitate meaningful and real-life application of your degree in Art History and prepare for a life of rewarding employment and service.
- Fulfill the Art History “Off-Campus Requirement” (ARTHC 496R).

Requirements:

At the beginning of the semester, we will schedule an orientation meeting to discuss important principles and expectations of completing an Art History internship. This will be our only formal meeting as a class. We will also go over the syllabus and the grading method.

Successful Completion of Internship (140 hours)	200 Points
Reflections (submitted at regular intervals)	70 Points
Final Report	100 Points
Evaluation	50 Points
<hr/>	
Total:	420 Points

At the conclusion of the course I will divide your point total by the total number of possible points to produce your grade. There will be no curve.

93–100 A

90–92 A-

87–89 B+

84–86 B

80–83 B-

77–79 C+

74–76 C

70–73 C-

67–69 D+

64–66 D

60–63 D-

0–59 E

Successful Completion of Internship (200 Points): You are required to work with diligence and focus in your responsibilities. Remember that you will not only be an ambassador for the university and the Church but also for the Art History major. Establishing a good relationship with the internship institution will not only help you in your future endeavors but will also help us in placing qualified applicants in the years to come. Your internship will be a memorable and impactful part of your educational experience. Please be your best in your interactions, punctuality, and professional appearance.

For 3 hours of course credit (Fall and Winter semesters) you are required to work 10 to 12 hours per week for 14 weeks, or **140 hours in total**. If your internship takes place either during Spring or Summer term (not both), you are required to work 20 to 24 hours per week. If, on the other hand, your internship spans both Spring and Summer together, you should work 10 to 12 hours each week.

Reflections: You will regularly upload reports to Learning Suite, in which you account for and reflect on your work. Follow the Learning Suite calendar's due dates for these submissions. Your reports should be at least two paragraphs in length and include the **total number of hours worked that week** as well as an ongoing tally of the **total number of hours worked to date**. This will help you keep track of your progress toward the required 140. In the first paragraph, provide a brief summary of what you have been working on recently. In the second paragraph, address the following prompt (these prompts are also listed on the Learning Suite Schedule):

Prompt 1: Describe the institution at which you are interning and your specific responsibilities there.

Prompt 2: What are the most important strengths of your internship institution and supervisor?

Prompt 3: What unique skills could you contribute to your internship institution, or what skills have you contributed already?

Prompt 4: Describe a frustrating or difficult aspect of your internship and the way in which you dealt with it or still could deal with it.

Prompt 5: What has been the most surprising or unexpected part of your internship?

Prompt 6: How might your internship impact your future employment plans?

Prompt 7: What specific skills have you developed?

Final Report: Upon completing your internship you will be required to submit a 5-page, double-spaced summary of your experience. It should address the following three points: **1)** an overview of your responsibilities, **2)** an assessment of what worked well and what was challenging, and **3)** suggestions for future interns. This document will not only be a good opportunity for you to encapsulate your experiences but will help us in managing our internship program in the future.

Please upload your final report to Learning Suite by the last day of classes. You are not required to turn in a hard copy.

We also require an evaluation from your supervisor at the internship institution. This is accessible under the Content tab in Learning Suite. It should be emailed or delivered directly to me upon the completion of your internship. In addition to an assessment of your service, this report should also specify the number of hours you worked account for your duties. **A grade will only be issued if all documents are filled out completely and submitted in a timely manner to the Internship Coordinator.**

***If you run into difficulties or need assistance at any time during your internship, please contact me immediately. We are proud of the wonderful work you do and are here to assist you in having a fulfilling and inspiring experience.

EEO Statements:

Preventing Sexual Discrimination or Harassment

Sexual discrimination or harassment (including student-to-student harassment) is prohibited by the law and by Brigham Young University policy. If you feel you are being subjected to sexual discrimination or harassment, please bring your concerns to the professor. Alternatively, you may lodge a complaint with the Equal Employment Office (D-240C ASB) or with the Honor Code Office (2-4440).

Students with Disabilities

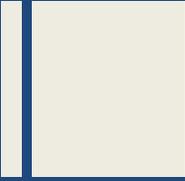
If students have a disability that may affect their performance in the course, they should get in touch with the Office of Services for Students with Disabilities (1520 WSC). This office can evaluate the student's disability and assist you in arranging for reasonable accommodations.

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 students present as their own must in fact **be** their own work and not of 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 themselves and others and ensures an effective learning and working environment. It is the university's expectation, and the Department's expectation in class, that each student will abide by all Honor Code standards. If you have any questions about the University Honor Code Standards, please contact the Honor Code Office at 422-2847.

Final Point – If for any reason you need assistance in this class do not hesitate to come to talk to me. I will gladly do what ever I can to help you with your internship.

Work Hard!



Communication Disorders

COMMD 688R

COMD 688R - Section 002

Fall 2017

Section 002: 125 TLRB on T from 7:00 pm - 8:15 pm

Instructor/TA Info

Instructor Information

Name: Lee Robinson

Office Location: 163 TLRB

Office Phone: (801) 422-7650

Email: lee_robinson@byu.edu

cell phone: 8013763804

Course Information

Pre-Internship Orientation

Remember your pre-internship orientation occurred in Section 1 ComD 688R Winter semester of your clinical training. We covered the following topics:

Using the Internship Registration and Management System (IRAMS)

Assignments and expectations

Grading procedures

Standards of personal conduct

The nature and amount of supervisory contact between the faculty advisor/department coordinator and the student

The Internship Master Agreement (IMA) or IMOU which outlines the obligations of the student, university, and internship provider

Procedures for unanticipated termination of the internship

Using the Internship Registration and Management System (IRAMS)

Using the Internship Registration and Management System (IRAMS)

1. Review the step-by-step instructions provided by and posted on the BYU Internship Office website: <https://intern.byu.edu/>
2. Orient students re the BYU Internship Office website

3. Review the importance of each information box, the process for registering for class, the documentation associated with each externship site, etc.

Assignments and Expectations

Assignments and expectations

1. Students assignments can be located in the Assignment section of Learning Suite. Assignments include:
 - a. Attendance is mandatory for the site-clinic hours documentation through CALIPSO database
 - b. Attendance is mandatory for class-5 points per class period for a total of 25 points. Points per class period may be adjusted upward depending on the semester or term.
 - c. A 10-minute presentation associated with each internship-25 points
 - d. Complete an Internship Handbook quiz -25 points
 - e. Read and complete an ASHA Code of Ethics quiz-25 points
2. Assignments can be submitted through Learning Suite when appropriate

Internship Activities

Acceptable Internship Activities include:

Public Schools/Pediatric sites:

Assessment and treatment of clients

IEP meetings (students may count the time they spend actively participating in an IEP meeting towards ASHA hours)

Staffing meetings

Hospitals/Rehab/Adult sites:

Assessment and treatment of clients

Swallow studies

Team meetings/Staffing meetings

Consulting with family and or caregivers (students may count the time they spend actively participating in consultation with family and or caregivers towards ASHA hours)

Prerequisites

1. Acceptance to the graduate program in COMD.
2. Students must complete undergraduate and graduate courses with a B- or better grade.
3. Approval from Ms. Robinson is also required.
4. **Participation in a Pre-Internship Orientation (embedded into ComD 688R section 1 Winter semester). Topics covered include:**

Using the Internship Registration and Management System (IRAMS)

Assignments and expectations

Grading procedures

Standards of personal conduct

The nature and amount of supervisory contact between the faculty advisor/department coordinator and the student

The Internship Master Agreement (IMA) or IMOU which outlines the obligations of the student university, and internship provider

Procedures for unanticipated termination of the internship

Grading Policy

Consistent with the Department of Communication Disorders graduate grading policy, students must earn a B- or better in the course in order to be considered passing the course.

Grades for student clinical performance at the site are calculated using the CALIPSO grading scale; See Learning Suite>Content>CALIPSO for the grade scale. The CALIPSO rating for the site constitutes 90% of the grade.

Students will be assessed at midterm and final using the CALIPSO. The student and clinical educator will set one to three goals targeting clinical skills improvements between the midterm and final evaluation.

Clinical educators will also assign a midterm and final rating based on the numbers located on Learning Suite> Content> CALIPSO. The midterm and final rating are based on the ratings students receive on the CALIPSO rating form.

Assignments worth 100 points make up the final 10% of the grade. Assignments include: an Ethics quiz, a 10 minute presentation, a handbook quiz, attendance at class meetings.

Student's final grades are based on the following:

1. Final rating for your externship site (approximately 90% of the grade)
2. Clinical assignments (10% of the grade)

Students must earn a final rating of 3 or better on each of the competencies listed in CALIPSO and must earn a final rating of a B- or better for the class.

PLEASE be aware that if a student fails (receive lower than a B- on the CALIPSO rating form) then the student will fail the course.

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 cannot count towards ASHA hours.

CALIPSO

Clinical Assessment of Learning Inventory of Performance Streamlined Office Operations or CALIPSO

CALIPSO

Cost to students: **\$85.00** per student for 7 years of access to CALIPSO data. Fee is due when you sign up for CALIPSO. All students from Fall 2016 on are required to use the CALIPSO database.

[CALIPSO_Student_Instructions-SLP-BYU.pdf](#) Download

CALIPSO grading scale definitions:

[CALIPSO grade scale.pdf](#) Download

CALIPSO grading rubric example Jane Doe:

[Cumulative evaluation- Doe, Jane - CALIPSO.pdf](#) Download

Remediation Plan

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.

[Remidiation Plan Form.docx](#) Download

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%

Internship Activities

Acceptable Internship Activities include:

Public Schools/Pediatric sites:

Assessment and treatment of clients

IEP meetings (students may count the time they spend actively participating in an IEP meeting towards ASHA hours)

Staffing meetings

Hospitals/Rehab/Adult sites:

Assessment and treatment of clients

Swallow studies

Team meetings/Staffing meetings

Consulting with family and or caregivers (students may count the time they spend actively participating in consultation with family and or caregivers towards ASHA hours)

Externship Presentation

Each of you will be required to give a 10 minute presentation to the class. I will time you and give you a 2 minute warning. I will cut you off after 10 minutes. Please clear your topic with me first so that we do not get duplicate topics. Your topic must be central to the externship you are currently participating in during the semester you are attending class.

List of requirements to fulfill:

1. Prepare a powerpoint to share with the class
2. Share the ppt at least a day before class meets
3. Give the presentation

Professional Behavior

Students enrolled in this class have begun their professional career. It is my expectation that students will behave professionally while conducting business in the clinic.

Our clinic is a professional environment. Please think of this space as a professional work area. If this were your place of employment you would not typically bring your children or family members to the clinic for child care purposes. You would not typically use the clinic for non-work related social time. With this rationale in mind please follow these guidelines:

Clinic rooms are to be used for conducting therapy with clients. If a therapy room is not scheduled for therapy then students may schedule the room for study. Please see Sandy Alger or the student secretaries regarding scheduling procedures.

Clinic rooms are not to be used for child care, personal time (i.e. dates, spending time with friends as a hang out, or any other inappropriate activity).

Typically we do not use therapy rooms for TA sessions. Please have the professor you are working with see me regarding exceptions to this policy.

Please remember that the entire clinical faculty have access to the clinic rooms at all times via video and audio. Conversations that take place in the clinic rooms are not private so please maintain a professional and respectful tone with other students, faculty and staff when talking in the clinic rooms.

Standards of personal conduct

Students enrolled in this class have begun their professional career. It is my expectation that students will behave professionally while conducting business at externship sites. Please think of your externship placement as a place of employment. If this were your place of employment you would not typically bring your children for child care purposes. You would not typically use the facility for non-work related social time.

Please conform to dress and grooming standards as per BYU policy while attending an externship site. Please note that externship sites have their own dress and grooming standards. Please conform to these standards while participating in an externship.

Please remember that you are a representative of BYU and the ComD Department. Use your cell phones responsibly. Pay attention to your on-site Clinical Educators and follow their directions with precision.

Students are expected to follow the ASHA Code of Ethics while participating in an externship. If a student is found to have violated the ASHA Code of Ethics they are subject to dismissal from the externship site and will receive a failing grade for that rotation. To ensure that students have read and understand the ASHA Code of Ethics an on-line ASHA Code of Ethics assignment is associated with this course and must be completed every semester or term a student is enrolled in ComD 688R.

Clinical Assignment Attendance Policy

Clinical Rotation Attendance Policy:

Failure to attend a clinical assignment (BYU clinic/internship/screenings) without notifying the clinic director AND the site clinical educator may result in a failing grade. Student will also be subject to an immediate dismissal from the site and will not be allowed to return to that site in the future. NOTE: If a student receives a failing grade in ComD 688R ALL clinical practicum hours earned during the semester or term become invalid and can not be submitted as ASHA hours.

Illness/Family Emergencies:

Student must notify BOTH the site clinical educator and the clinic director (Lee Robinson 801-376-3804) 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, follow the procedure as outlined below:

The student must submit a written request to the clinic director at lee_robinson@byu.edu stating the reason for the time off and dates of the absence. The request must be submitted prior to placement at a site. If the request is approved then the student must arrange the time off with the internship clinical educator during the first week of the semester or term. Failure to obtain clinic director approval before discussing time off with a site clinical educator will result in a failing grade. Written requests for time off do not guarantee approval.

Supervisory Contact

The Internship Coordinator meets with students 5-6 times during the semester; 4 per term in a face to face classroom experience. During classroom meetings students will give 10 minute presentations. See the presentation assignment for requirements. Face to face meetings allow the Internship Coordinator to interact with students, assess how the students are progressing in their internships, answer any questions the students may have and act as an advocate for students while they are participating in an internship.

Direct supervision of ASHA hours during an internship will be the responsibility of the on-site Clinical Educator. On-site Clinical Educators will follow ASHA guidelines regarding Supervision.

“To meet ASHA's Standards for the Certificate of Clinical Competence (CCC), student clinicians must be supervised by an individual who holds the CCC in the appropriate area of practice (see Standard IV-E of speech-language pathology standards). University programs also may require the supervisor to hold the

necessary state credential to practice in their setting, i.e. license and/or teacher certification.” From the ASHA website

Standards and Implementation Procedures for the Certificate of Clinical Competence address the requirements for direct and indirect supervision of students (CFCC, 2005). The standards require that student supervision be provided by a certified SLP, and that at least 25% of a student's total contact with each client be directly observed. **The amount of supervision “should be adjusted upward if the student's level of knowledge, experience, and competence warrants” (CFCC, 2005).**

Please see the following websites for more information regarding ASHA Standards for Supervision:

<http://www.asha.org/SLP/supervisionFAQs/>

<http://www.asha.org/slp/supervision/>

Internship Master Agreement (IMA)

The Master Agreement (IMA) can be found at this link:

<https://intern.byu.edu/sites/intern.byu.edu/files/files/InternshipMasterAgreement.pdf>

Students are required to read and understand the IMA. This document is read as a class in class during the orientation. Quizzes will be administered throughout the semester to assess student knowledge of the IMA and to ensure that students are recalling the information.

Procedures for unanticipated termination of the internship

Occasionally internships must terminate for unexpected reasons. Reasons an externship placement might need to be terminated include: a student is failing the externship placement and remediation needs to take place before the student can successfully complete an externship rotation, serious illness, family emergencies.

If termination needs to take place because of student failing to make the grade students will be informed by the Internship Coordinator and the Department Chair of the termination. The Internship Coordinator and the Department Chair will meet with the student to discuss the documentation of the failure and the strategies the on-site Clinical Educator used to attempt to remediate the

student's clinical skills prior to termination. Please be aware that the on-site Clinical Educator is not obligated to provide remediation to the student. The Department of Communication Disorders is responsible to ensure that students are ready for the challenges of an externship before placing the student in that rotation. If the on-site Clinical Educator is unwilling to provide support to the student for remediation purposes, the responsibility of remediation is on the Department of Communication Disorders. The Internship Coordinator will write a Remediation plan as outlined in this syllabus (See section titled Remediation Plan).

If termination is due to illness or family emergency or any other non-grade issue then the Internship Coordinator will contact the site Clinical Educator to explain the circumstances and reason for termination. A student may need to file an Incomplete with the university or may need to withdraw from the class depending on the university schedule.

Internship Provider Assessment

Students who engage in an externship rotation/practicum in the BYU ComD program are required to fill out a supervisor and site evaluation at the end of each semester or term they are enrolled in a practicum. Students will review the supervisor using the **Supervisor Feedback** form and the **Student Evaluation of Off-Campus Placements** forms located in the CALIPSO database.

Clinical Educator Feedback Sheet

At the end of each semester or term please fill out a feedback sheet on each Clinical Educator you have worked with during the semester/term.

You must fill out the site evaluation sheet on CALIPSO.

Failure to fill out the site/supervisor evaluation may result in lowering your grade one letter.

Learning Outcomes

Goal #1 Students will demonstrate ability to plan and implement an assessment of clients presenting with various communication disorders

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 the BYU Speech and Language Clinic, 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:	Handbook Quiz	Clinical	IV-C
Develop critical thinking skills as applicable to clinical cases	Code of Ethics Quiz	Educator ratings	IV-D IV-E
Understand and apply Evidence Based Practice to choose best practices	Self Evaluation Quiz-What type of learner am I?	Written feedback	IV-G Intervention d, f
Understand what ACE (Alternative Clinical Education) is and how to best use it to add to clinical experience	Clinical Educator ratings on the Evaluation of Clinical Performance form and or CALIPSO form (S)	Verbal feedback	Evaluation a-g Interaction a-d CF1, 2,3,4
Manage paperwork specific to the site	Written and verbal		
Apply diagnostic clinical skills to each case as appropriate	Feedback for each session supervised (F)		
Conduct caregiver interviews using ethnographic techniques	Final Evaluation rating on the Evaluation of Clinical		
Read assessment manuals and practice	Performance form		

assessment and or CALIPSO
administration forms(S)
Select and administer
both formal and informal
measures
Score and interpret
assessment results
accurately
Make appropriate
diagnosis,
recommendations
Consult with caregivers
and give appropriate
feedback
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

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 the BYU Speech and Language Clinic, a hospital, public school, skilled nursing care facility, private practice, etc.

Specific Objectives	Method of Evaluation	Feedback Mechanisms	CAA Standard
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Students will learn to:	Handbook Quiz	Clinical	IV-C
Develop critical thinking skills as applicable to clinical cases	Code of Ethics Quiz	educator ratings	IV-D IV-E
Understand what ACE (Alternative Clinical Education) is and how to best use it to add to clinical experience	Self Evaluation Quiz-What type of learner am I?	Written feedback	IV-G Intervention
Treat specific disorders using evidence based practice, current methods that are appropriate for the age and severity level of the patient or client	Clinical Educator ratings on the Evaluation of Clinical Performance form and or CALIPSO form (S)	Verbal feedback	d, f CF 2,3,4
Meet with clinical educators to discuss client need, treatment plans, etc.	Written and verbal feedback for each session supervised (F)		
Demonstrate independence by planning sessions, then asking for clinical educator input	Final Evaluation rating on the Evaluation of Clinical Performance form and or CALIPSO forms(S)		
Collect and establish baseline and follow-up data			
Collect on-line data			
Interpret session data and make clinical decisions based on the data			

Adjust to the client's severity level (mild, moderate, severe)
 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

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:	Handbook Quiz	Supervisor	III-G
Prepare and present a case presentation	Code of Ethics Quiz	ratings	IV-B
Manage paperwork appropriate to the site	Self Evaluation Quiz-What type of learner am I?	Written feedback	IV-G
		Verbal feedback	Interaction a-d
			CF 1, 2,3,4

Attend and actively participate in colloquium meetings	Clinical Educator ratings on the Evaluation of
Set appointments and meet with supervising clinical educators regarding client performance	Clinical Performance form and or CALIPSO form (S)
Interact appropriately with clinical educators, faculty, staff, and other students	Written and verbal feedback for each session supervised (F)
Interact appropriately with clients and caregivers	Final Evaluation rating on the
If applicable to the site, plan and implement appropriate prevention activities	Evaluation of Clinical Performance form and or CALIPSO
As appropriate to the site and caseload, demonstrate appropriate sensitivity to multicultural populations when planning and implementing assessment and treatment procedures	forms(S)
Attend all clinic assignments and appointments	

Goal #4 Students will demonstrate understanding of all internship policies and procedures.

Students will demonstrate understanding of all internship policies and procedures.

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

Goal #5 Students will demonstrate appropriate clinical writing skills as they learn the paperwork system specific to their internship site.

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
Students will learn to:	*midterm	Supervisor	IV-B
Turn all paperwork in on time	rating or CALIPSO	ratings	IV-G
Incorporate supervisor feedback into SOAP notes, treatment plans/progress notes and diagnostic reports	form(F)	Written feedback on reports	Evaluation a-g Intervention a-d
	*Final draft grade sheet or		CF 1,2

Write appropriate treatment goals for both treatment plans and lesson plans

Include all appropriate information in treatment plans (additional testing, baseline, semester goals, intervention plan and home program)

Include all appropriate information in the progress note (follow-up data, intervention section, recommendations)

Include all appropriate information in the diagnostic report (see outline)

CALIPSO form(S)

*filled out by the clinical educator assigned to supervise the case

Course Topics

Course topics include but are not limited to:

COURSE TOPICS

1. Clinic handbooks re: policies and procedures
2. Treatment approaches/therapy ideas
3. Evidence based practice
4. Graduation requirements/counting ASHA hours
5. Internship Handbook
6. ASHA Code of Ethics

Course Outline

Assignment due dates are posted in Learning Suite

Students must earn a minimum of 50 clinical hours at each internship site

See the reminder of the syllabus for a description of assignments, policies and procedures, etc.

Participation Policy

I expect each of you to participate in class discussions. You cannot hide in this class so be aware that you are responsible to be alert and ready to discuss.

Class will be held at my house, 1035 W. 1300 N. Orem, 84057. Papa John's Pizza will be served. Class always starts at 7pm on the days scheduled. Students are also welcome to facetime or skype in, using a classmate to help with the skype or facetime option.

If you need to call, skype or facetime in and cannot make an arrangement with a class mate, see me and I will help you make arrangements.

Obtaining 25 observation hours

Master Clinician website:

If you use Master Clinician or any other video I post to this page to earn the remainder of your observation hours-**write a brief summary of each observation or session you watch.** Record the amount of time you observed on the "pink" sheet (BYU ComD version of our observation hours tracking sheet). **Turn your summaries in to me along with the "pink" sheet. I will sign off on the hours.**

<http://masterclinician.org/>

Sima Gerber Visual Reality Videos on YouTube

<https://www.youtube.com/playlist?list=PL25410923E953E679>

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, Section 2)	Section 1 First class meeting: at 1035 W 1300 N Orem, 84057 Do not knock, just come in. Please close the glass door behind you.	Bring powerpoints for note taking. Attendance is mandatory and we will keep track of late arrivals.

Externship placement	Attend all scheduled externship assignments.	Students are expected to: 1. Attend all class meetings 2. Give a 10 minute presentation 3. Attend all Externship days and times 4. Complete all Externship assignments

Teaching Philosophy

I approach teaching much the way I approach a clinical case. I look for the strengths and areas of concern in the class as a group and I try to meet the class needs according to what the class is ready to learn. I have set topics that I cover in this class but I also take time to ask the class what questions they have and will sometimes spend several minutes answering just one or two questions. If I choose to spend more time on one topic that is not listed in the syllabus it is because I deem the topic to be relevant to the class and something the class is ready to learn at that time.

We do not have formal exams in this class. Each student will give a 10 minute presentation in this class.

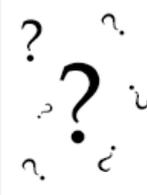
Classroom Procedures

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, facebook 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/procedures, etc.

I do not allow students to bring small children, family members or babies to class. This is a professional class meeting. In a work place setting we would not anticipate that an employee would bring children or babies to a staffing meeting. If a student has a child care issue (e.g. babysitter is ill and can't take care of the child) and will have to miss class please make arrangements with class members to get notes, see me or my TA for additional help, etc.

Materials

	Item	Price (new)	Price (used)
	PACKET CLINIC RESOURCES FOR ASSESSMENT AND TREATMENT <i>Optional</i> by ROBINSON, L	44.00	
	PACKET FULL BOOK VERSION: A GUIDE TO CLINICAL ASSESSMENT AND PROFESSIONAL REPORT WRITING IN SPEECH-LANGUAGE PATHOLOGY <i>Required</i> by STEIN-RUBIN, C	73.00	.0

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 clinical educators early and often about their clients. They are always prepared with some sort of a plan when they meet with their clinical educators and they take notes during the meeting. Successful students are not afraid to call their clinical educators at home or in the evening if

they have a question and they don't use the fact that our clinical educators 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.

Cell Phone and email policy

Cell phone:

I have posted my cell phone number for graduate student use only. Please do not give my cell phone number to people who are not associated with BYU or with graduate education. Example: Is it okay to give my cell phone number to an off-campus site supervisor who is supervising your externship? Yes because they are directly working with your education.

Example: Is it okay to give my cell phone number to a parent in your ward who has questions about how to sign their child up for services in the BYU clinic? No, not without my permission because there are other ways that person can get in touch with me, such as the BYU Speech and Language Clinic Web page or through the department secretary or the clinic TA.

When you text me, always identify who you are the first time you text me. I do not routinely program my student's numbers into my phone but I will program you in once you have texted me.

When is it okay to text or call me?

1. When I am supervising your case and you need a consult
2. When you have an emergency-such as a death in the family, illness, accident or harm to yourself, if you think you are in danger and you don't know what to do, if you are being harassed or are struggling to stay in the graduate program and need help, etc.
3. When you have tried the rule of 3s and still don't have an answer
4. When I have told you to call or text me-so we have set up an appointment via phone

When is it not okay to text or call me?

1. I turn my phone on silent at night so you can text me in the middle of the night but I won't get it until the morning
2. Unless it is an emergency or you need a client consult, do not text or call me on the weekends

Email:

Depending on the day I may not have a chance to check email until 5 or 6pm. Example: during fall semester I teach 3 classes Tuesdays and Thursdays, one right after each other with no more than an hour break in between each class. I do not check emails on Tuesdays and Thursdays until very late in the day. However, I do check my email. I may not respond right away, but I do check my email daily and try to respond as quickly as possible. I do not read or respond to emails that are sent after 10 pm until the following day. I often do not check email on the weekend because my weekends are very busy with my personal life, yes I do, in fact, have a personal life.

Read your emails carefully before you hit send. All emails sent to me or to clinical educators from students are considered confidential and professional in nature. Make sure you are expressing yourself in a professional manner before you hit send.

When referring to clients in an email do not use names. Use initials only.

Cell Phones, Laptops, etc

Laptops and other electronic devices are to be used to take notes in class and/or to enhance your learning environment. Please do not use your electronic devices during class discussions or during announcements or when I am answering questions at the beginning of class. You might miss something important. I know it seems like we can mess with our phones and listen at the same time but really, we can't do that and be effective professionals so turn off your phones when you are in class. It can wait. Thanks!

Counting ASHA 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; orofacial 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.)

Only count time where the graduate student clinician is working with the client. Paperwork and preparation time does not count towards ASHA hours.

If more than one graduate student clinician is working with a single client then the students must split that time or share the time. For example, if two students work with one client for 50 minutes, each student can count 25 minutes of ASHA time.

If more than one graduate student clinician is working with a group of clients then as long as there is a one-to-one ratio of clients to clinicians each student clinician can count the entire time towards ASHA hours. For example, if there are two student clinicians in the room and two clients and they work together for 50 minutes, each student can count the full 50 minutes.

If you have any questions about how to count ASHA hours please talk to Ms. Robinson or see your clinician educator.

ASHA Code of Ethics

Please find a copy of the ASHA Code of Ethics here:

[ASHA Code of Ethics2016.pdf](#) Download

Clinic Confidentiality Policy

If you have not read and signed the Clinic Confidentiality Policy then please download and read it now, today and sign it and give the signed copy to Sandy Alger.

[Clinic Confidentiality Policy \(May 2011\).doc](#) Download

Liability Insurance and Enrollment in ComD 688R

In order for a ComD graduate student to be covered under the University Liability Insurance students must be enrolled in 1 credit of 688R if they wish to work in the BYU Speech and Language Clinic or at an externship site.

Students are required to earn a minimum of 5 credit hours in ComD 688R. The required credit hours include the following:

3 credits in the BYU Speech and Language clinic (typically a spring, fall, winter or fall, winter, spring)

2 credits of externships (required: 1 pediatric and 1 adult rotation)

Students can enroll in additional ComD 688R credit for a variety of reasons, all of which will need to be approved by Ms. Robinson. Appropriate reasons to enroll in additional ComD 688R credit include: A specialty externship such as the U of U voice clinic, to earn additional experience in the BYU clinic during a spring term.

When students are enrolled in ComD 688R beyond the required 5 credits the student may receive either a letter grade or a Pass/Fail grade, depending on the requirements of the externship site and the clinical performance of the student. For the purposes of the Department of Communication Disorders a C or lower is considered a failing grade.

Assignments

Assignment Description

Code of Ethics

Due: Thursday, Oct 19 at 11:59 pm

Answer the questions from the Code of Ethics reading. This is an open Code of Ethics quiz.

Externship Final Rating

Due: Monday, Nov 20 at 11:59 pm

final rating

Class Presentation

Due: Wednesday, Dec 13 at 11:59 pm

Share your case presentation with the class 24 hours before your presentation.

Schedule

Date	Column 1	Column 2
T Sep 05 Tuesday		
T Sep 12 Tuesday	<p>Plases be aware that our fist class meeting will be held on the following day and time: Tuesday September 12, 7pm at Ms. Robinson's home in Orem 1035 W 1300 N Orem UT 84057 Pizza will be served. We will schedule the remaining class meetings, review the syllabus, schedule your presentations. The door will be open, please walk in and make sure you shut and latch the glass door behind you. Thank you, Ms. Robinson</p>	

T Sep 19	
Tuesday	
T Sep 26	
Tuesday	
T Oct 03	Intern Presentations tonight at
Tuesday	my house-Julia, Madison, Melissa, MaryBeth, Garrett
T Oct 10	
Tuesday	
T Oct 17	
Tuesday	
Th Oct 19	
Thursday	
T Oct 24	
Tuesday	
T Oct 31	
Tuesday	
Th Nov 02	
Thursday	
T Nov 07	Intern Presentations at my
Tuesday	house-Emily, Jessica, Nujode, Janae, Annalise
T Nov 14	
Tuesday	
M Nov 20	
Monday	
T Nov 21	Friday Instruction
Tuesday	

T Nov 28	
Tuesday	
M Dec 04	
Monday	
T Dec 05	Intern Presentations at my
Tuesday	house-Lindsey, Katline, Chelsea, Capri
T Dec 12	
Tuesday	
W Dec 13	
Wednesday	
Th Dec 14	
Thursday	
T Dec 19	Final Exam:
Tuesday	125 TLRB 5:45pm - 7:45pm

University Policies

ASHA Code of Ethics

ASHA Code of Ethics 2010.pdf [Download](#)

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.

Counting ASHA Hours

The "Big Nine" defined:

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5. Hearing, including the impact on speech and language
6. Swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding; orofacial myofunction)
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8. Social aspects of communication (challenging behavior, ineffective social skills, lack of communication opportunities)

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If you have any questions about how to count ASHA hours please talk to Ms. Robinson or see your clinician educator.

[Green Sheets.doc](#) Download

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.

Sexual Misconduct

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

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

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

Mental Health Concerns

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

Student Disability

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

Academic Honesty

The first injunction of the Honor Code is the call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. "President David O. McKay taught that character is the highest aim of education" (The Aims of a BYU Education, p.6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid

academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

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

COMD 688R - Section 002

Spring 2017

Section 002: 125 TLRB on F from 10:00 am - 11:15 am

Instructor/TA Info

Instructor Information

Name: Lee Robinson

Office Location: 163 TLRB

Office Phone: (801) 422-7650

Email: lee_robinson@byu.edu

TA Information

Name: Rachel Zitting

Email: rachel.zitting@gmail.com

Course Information

CALIPSO

Clinical Assessment of Learning Inventory of Performance Streamlined Office Operations or CALIPSO

CALIPSO

Cost to students: **\$85.00** per student for 7 years of access to CALIPSO data. Fee is due when you sign up for CALIPSO. All students from Fall 2016 on are required to use the CALIPSO database.

[CALIPSO_Student_Instructions-SLP-BYU.pdf](#) Download

CALIPSO grading scale definitions:

[CALIPSO grade scale.pdf](#) Download

CALIPSO grading rubric example Jane Doe:

[Cumulative evaluation- Doe, Jane - CALIPSO.pdf](#) Download

Scheduling Clinic Rooms

BYU Speech and Language Clinic Room Scheduling Priorities:

1. Graduate student clinic activities including diagnostic sessions and treatment sessions, group sessions, planning for clinic, set up, clean up and all other clinic activities
2. Graduate student activities including, clinical preparation, student and/or faculty research
3. Graduate student group project or study time
4. TA time (help sessions, tutoring, etc.), student make-up exams/quizzes
5. Other faculty needs

Activities listed in # 2, 3, 4 & 5 are not to be scheduled during the hours of M-TH 3-6pm. Exceptions must be cleared by the Clinic Director or a member of the clinical faculty.

All scheduling must go through Sandy or the student secretaries. If there is a scheduling conflict, rooms will be scheduled based on the priorities above. For example, if both a clinic session and a TA session are competing for a spot in the clinic, the clinic session is the priority.

Obtaining 25 observation hours

Master Clinician website:

If you use Master Clinician or any other video I post to this page to earn the remainder of your observation hours-**write a brief summary of each observation or session you watch.** Record the amount of time you observed on the "pink" sheet (BYU ComD version of our observation hours tracking sheet). **Turn your summaries in to me along with the "pink" sheet. I will sign off on the hours.**

<http://masterclinician.org/>

Sima Gerber Visual Reality Videos on YouTube

<https://www.youtube.com/playlist?list=PL25410923E953E679>

Learning Outcomes

Goal #1 Students will demonstrate ability to plan and implement an assessment of clients presenting with various communication disorders

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 the BYU Speech and Language Clinic, 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:	Handbook Quiz	Clinical	IV-C
Develop critical thinking skills as applicable to clinical cases	Code of Ethics Quiz	Educator ratings	IV-D IV-E
Understand and apply Evidence Based Practice to choose best practices	Self Evaluation Quiz-What type of learner am I?	Written feedback	IV-G Intervention d, f
Understand what ACE (Alternative Clinical Education) is and how to best use it to add to clinical experience	Clinical Educator ratings on the Evaluation of Clinical Performance form and or CALIPSO form (S)	Verbal feedback	Evaluation a-g Interaction a-d CF1, 2,3,4
Manage paperwork specific to the site	Written and verbal		
Apply diagnostic clinical skills to each case as appropriate	feedback for each session supervised (F)		

Conduct caregiver interviews using ethnographic techniques	Final Evaluation rating on the Evaluation of Clinical
Read assessment manuals and practice assessment administration	Performance form and or CALIPSO forms(S)
Select and administer both formal and informal measures	
Score and interpret assessment results accurately	
Make appropriate diagnosis, recommendations	
Consult with caregivers and give appropriate feedback	
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

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 the BYU Speech and Language

Clinic, a hospital, public school, skilled nursing care facility, private practice, etc.

Specific Objectives	Method of Evaluation	Feedback Mechanisms	CAA Standard
Students will learn to:	Handbook Quiz	Clinical	IV-C
Develop critical thinking skills as applicable to clinical cases	Code of Ethics Quiz	educator ratings	IV-D IV-E
Understand what ACE (Alternative Clinical Education) is and how to best use it to add to clinical experience	Self Evaluation Quiz-What type of learner am I? Clinical Educator ratings on the Evaluation of Clinical	Written feedback	IV-G Intervention d, f CF 2,3,4
Treat specific disorders using evidence based practice, current methods that are appropriate for the age and severity level of the patient or client	Performance form and or CALIPSO form (S)	Verbal feedback	
Meet with clinical educators to discuss client need, treatment plans, etc.	Written and verbal feedback for each session supervised (F)	feedback	
Demonstrate independence by planning sessions, then asking for clinical educator input	Final Evaluation rating on the Evaluation of Clinical Performance form and or CALIPSO forms(S)		
Collect and establish baseline and follow-up data			

Collect on-line data
 Interpret session data
 and make clinical
 decisions based on the
 data
 Adjust to the client's
 severity level (mild,
 moderate, sever)
 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

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:	Handbook Quiz	Supervisor ratings	III-G IV-B

Prepare and present a case presentation	Code of Ethics Quiz	Written feedback	IV-G Interaction
Manage paperwork appropriate to the site	Self Evaluation Quiz-What type of learner am I?	Verbal feedback	a-d CF 1, 2,3,4
Attend and actively participate in colloquium meetings	Clinical Educator ratings on the Evaluation of Clinical Performance form and or CALIPSO form (S)		
Set appointments and meet with supervising clinical educators regarding client performance	Written and verbal feedback for each session supervised (F)		
Interact appropriately with clinical educators, faculty, staff, and other students	Final Evaluation rating on the Evaluation of Clinical Performance form and or CALIPSO forms(S)		
Interact appropriately with clients and caregivers			
If applicable to the site, plan and implement appropriate prevention activities			
As appropriate to the site and caseload, demonstrate appropriate sensitivity to multicultural populations when planning and implementing assessment and treatment procedures			
Attend all clinic assignments and appointments			

Goal #4 Students will demonstrate understanding of all internship policies and procedures.

Students will demonstrate understanding of all internship policies and procedures.

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

Goal #5 Students will demonstrate appropriate clinical writing skills as they learn the paperwork system specific to their internship site.

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
Students will learn to: Turn all paperwork in on time Incorporate supervisor feedback into SOAP notes,	*midterm rating or CALIPSO form(F)	Supervisor ratings Written feedback on reports	IV-B IV-G Evaluation a-g Intervention a-d

treatment plans/progress notes and diagnostic reports	*Final draft grade sheet or	CF 1,2
Write appropriate treatment goals for both treatment plans and lesson plans	CALIPSO form(S)	
Include all appropriate information in treatment plans (additional testing, baseline, semester goals, intervention plan and home program)	*filled out by the clinical educator assigned to supervise the case	
Include all appropriate information in the progress note (follow-up data, intervention section, recommendations)		
Include all appropriate information in the diagnostic report (see outline)		

Materials

Professional Behavior

Students enrolled in this class have begun their professional career. It is my expectation that students will behave professionally while conducting business in the clinic.

Our clinic is a professional environment. Please think of this space as a professional work area. If this were your place of employment you would not typically bring your children or family members to the clinic for child care purposes. You would not typically use the clinic for non-work related social time. With this rationale in mind please follow these guidelines:

Clinic rooms are to be used for conducting therapy with clients. If a therapy room is not scheduled for therapy then students may schedule the room for study. Please see Sandy Alger or the student secretaries regarding scheduling procedures.

Clinic rooms are not to be used for child care, personal time (i.e. dates, spending time with friends as a hang out, or any other inappropriate activity). Typically we do not use therapy rooms for TA sessions. Please have the professor you are working with see me regarding exceptions to this policy. Please remember that the entire clinical faculty have access to the clinic rooms at all times via video and audio. Conversations that take place in the clinic rooms are not private so please maintain a professional and respectful tone with other students, faculty and staff when talking in the clinic rooms.

Room 159 is a Faculty Office

Room 159 is a faculty office space. Clinical educators are working in room 159. They are supervising session, grading lesson plans/SOAP notes, editing treatment plans/progress reports, working on clinic management issues and consulting with students who have made appointments.

Each clinical educator is happy to help students who have urgent questions but we do ask that you please be respectful of students and clinical educators who most likely have other pressing issues they are working on at the same moment you might be trying to ask a “quick” question.

Spring Clinic Experience Writing Assignments

Those students who are enrolled in the Spring Clinic Experience (SCE) will not write a treatment plan. The SCE students will use the Progress Report from the previous semester as a treatment plan. They will target the same goals that were targeted from the previous winter semester.

SCE students will write a Progress Report Addendum. Please see the attached outline.

Progress Note Addendum.ppt [Download](#)

Cell Phone and email policy

Cell phone:

I have posted my cell phone number for graduate student use only. Please do not give my cell phone number to people who are not associated with BYU or with graduate education. Example: Is it okay to give my cell phone number to an off-campus site supervisor who is supervising your externship? Yes because they are directly working with your education.

Example: Is it okay to give my cell phone number to a parent in your ward who has questions about how to sign their child up for services in the BYU clinic? No, not without my permission because there are other ways that person can get in touch with me, such as the BYU Speech and Language Clinic Web page or through the department secretary or the clinic TA.

When you text me, always identify who you are the first time you text me. I do not routinely program my student's numbers into my phone but I will program you in once you have texted me.

When is it okay to text or call me?

1. When I am supervising your case and you need a consult
2. When you have an emergency-such as a death in the family, illness, accident or harm to yourself, if you think you are in danger and you don't know what to do, if you are being harassed or are struggling to stay in the graduate program and need help, etc.
3. When you have tried the rule of 3s and still don't have an answer
4. When I have told you to call or text me-so we have set up an appointment via phone

When is it not okay to text or call me?

1. I turn my phone on silent at night so you can text me in the middle of the night but I won't get it until the morning
2. Unless it is an emergency or you need a client consult, do not text or call me on the weekends

Email:

Depending on the day I may not have a chance to check email until 5 or 6pm. Example: during fall semester I teach 3 classes Tuesdays and Thursdays, one right after each other with no more than an hour break in between each class. I do not check emails on Tuesdays and Thursdays until

very late in the day. However, I do check my email. I may not respond right away, but I do check my email daily and try to respond as quickly as possible. I do not read or respond to emails that are sent after 10 pm until the following day. I often do not check email on the weekend because my weekends are very busy with my personal life, yes I do, in fact, have a personal life.

Read your emails carefully before you hit send. All emails sent to me or to clinical educators from students are considered confidential and professional in nature. Make sure you are expressing yourself in a professional manner before you hit send.

When referring to clients in an email do not use names. Use initials only.

Internship Activities

Acceptable Internship Activities include:

Public Schools/Pediatric sites:

Assessment and treatment of clients

IEP meetings (students may count the time they spend actively participating in an IEP meeting towards ASHA hours)

Staffing meetings

Hospitals/Rehab/Adult sites:

Assessment and treatment of clients

Swallow studies

Team meetings/Staffing meetings

Consulting with family and or caregivers (students may count the time they spend actively participating in consultation with family and or caregivers towards ASHA hours)

Standards of personal conduct

Students enrolled in this class have begun their professional career. It is my expectation that students will behave professionally while conducting business at externship sites. Please think of your externship placement as a place of employment. If this were your place of employment you would not typically bring your children for child care purposes. You would not typically use the facility for non-work related social time.

Please conform to dress and grooming standards as per BYU policy while attending an externship site. Please note that externship sites have their own dress and grooming standards. Please conform to these standards while participating in an externship.

Please remember that you are a representative of BYU and the ComD Department. Use your cell phones responsibly. Pay attention to your on-site Clinical Educators and follow their directions with precision.

Students are expected to follow the ASHA Code of Ethics while participating in an externship. If a student is found to have violated the ASHA Code of Ethics they are subject to dismissal from the externship site and will receive a failing grade for that rotation. To ensure that students have read and understand the ASHA Code of Ethics an on-line ASHA Code of Ethics assignment is associated with this course and must be completed every semester or term a student is enrolled in ComD 688R.

Assignments and Expectations

Assignments and expectations

1. Students assignments can be located in the Assignment section of Learning Suite. Assignments include:
 - a. Attendance is mandatory for the site-clinic hours documentation through CALIPSO database
 - b. Attendance is mandatory for class-5 points per class period for a total of 25 points. Points per class period may be adjusted upward depending on the semester or term.
 - c. A 10-minute presentation associated with each internship-25 points
 - d. Complete an Internship Handbook quiz -25 points
 - e. Read and complete an ASHA Code of Ethics quiz-25 points
2. Assignments can be submitted through Learning Suite when appropriate

Supervisory Contact

The Internship Coordinator meets with students 5-6 times during the semester; 4 per term in a face to face classroom experience. During classroom meetings students will give 10 minute presentations. See the

presentation assignment for requirements. Face to face meetings allow the Internship Coordinator to interact with students, assess how the students are progressing in their internships, answer any questions the students may have and act as an advocate for students while they are participating in an internship.

Direct supervision of ASHA hours during an internship will be the responsibility of the on-site Clinical Educator. On-site Clinical Educators will follow ASHA guidelines regarding Supervision.

“To meet ASHA's Standards for the Certificate of Clinical Competence (CCC), student clinicians must be supervised by an individual who holds the CCC in the appropriate area of practice (see Standard IV-E of speech-language pathology standards). University programs also may require the supervisor to hold the necessary state credential to practice in their setting, i.e. license and/or teacher certification.” From the ASHA website

Standards and Implementation Procedures for the Certificate of Clinical Competence address the requirements for direct and indirect supervision of students (CFCC, 2005). The standards require that student supervision be provided by a certified SLP, and that at least 25% of a student's total contact with each client be directly observed. **The amount of supervision “should be adjusted upward if the student's level of knowledge, experience, and competence warrants” (CFCC, 2005).**

Please see the following websites for more information regarding ASHA Standards for Supervision:

<http://www.asha.org/SLP/supervisionFAQs/>

<http://www.asha.org/slp/supervision/>

Externship Presentation

Each of you will be required to give a 10 minute presentation to the class. I will time you and give you a 2 minute warning. I will cut you off after 10 minutes. Please clear your topic with me first so that we do not get duplicate topics. Your topic must be central to the externship you are currently participating in during the semester you are attending class.

List of requirements to fulfill:

1. Prepare a powerpoint to share with the class
2. Share the ppt at least a day before class meets
3. Give the presentation

Course Outline

Assignment due dates are posted in Learning Suite

Students must earn a minimum of 50 clinical hours at each internship site

See the reminder of the syllabus for a description of assignments, policies and procedures, etc.

Internship Provider Assessment

Students who engage in an externship rotation/practicum in the BYU ComD program are required to fill out a supervisor and site evaluation at the end of each semester or term they are enrolled in a practicum. Students will review the supervisor using the **Supervisor Feedback** form and the **Student Evaluation of Off-Campus Placements** forms located in the CALIPSO database.

Office Hours, Cohort Questions and the Rule of 3s

As the Clinic Director and Internship Coordinator I have many demands on my time. I am more than happy to meet with students to discuss individual concerns. The best time to schedule an appointment with me is Friday between 10AM-noon. Once that time is filled with appointments the next best time to meet with me is largely dependent on my supervisory schedule and that changes from semester to semester. The best time to talk to me about making an appointment is right after class.

Class time is a time for the cohort to ask questions related to clinical work, policies and procedures, due dates, assignments, internship applications, needed materials, the list is endless. Any question that pertains to one or more student in the cohort is fair game. If I don't have an answer I will think about it, talk to the clinical faculty and get back to the cohort with an appropriate answer.

Rule of 3s

There are many other places where students can get answers to their questions. Students can:

1. Read the syllabus and handbooks
2. Ask your clinical educator
3. Ask our very capable secretarial staff
4. Ask my Clinic TA via email or in person
5. Ask a question in colloquium
6. Ask a second year student
7. Ask the graduate coordinator, Dr. McPherson
8. Ask your thesis advisor

The Rule of 3s is simply that students please ask 3 sources BEFORE making an appointment with Ms. Robinson about a question that could be handled in class or that someone else could answer.

Internship Master Agreement (IMA)

The Master Agreement (IMA) can be found at this link:

<https://intern.byu.edu/sites/intern.byu.edu/files/files/InternshipMasterAgreement.pdf>

Students are required to read and understand the IMA. This document is read as a class in class during the orientation. Quizzes will be administered throughout the semester to assess student knowledge of the IMA and to ensure that students are recalling the information.

Cell Phones, Laptops, etc

Laptops and other electronic devices are to be used to take notes in class and/or to enhance your learning environment. Please do not use your electronic devices during class discussions or during announcements or when I am answering questions at the beginning of class. You might miss something important. I know it seems like we can mess with our phones and listen at the same time but really, we can't do that and be effective professionals so turn off your phones when you are in class. It can wait. Thanks!

Grading Policy

Notice: Grading will transition to CALIPSO grading by October 2016.

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 90% of your grade, 30% per client)
2. Portfolios, presentations and other clinical assignments, participation in class (approximately 10% of the grade)

Students must earn a final rating of 3 or better on each of the competencies listed in CALIPSO and must earn a final grade of B- or better for each case in CALIPSO in order to pass the clinical rotation.

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.

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.

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 ASHA 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; orofacial 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.)

Only count time where the graduate student clinician is working with the client. Paperwork and preparation time does not count towards ASHA hours. If more than one graduate student clinician is working with a single client then the students must split that time or share the time. For example, if two students work with one client for 50 minutes, each student can count 25 minutes of ASHA time.

If more than one graduate student clinician is working with a group of clients then as long as there is a one-to-one ratio of clients to clinicians each student clinician can count the entire time towards ASHA hours. For example, if there are two student clinicians in the room and two clients and they work together for 50 minutes, each student can count the full 50 minutes.

If you have any questions about how to count ASHA hours please talk to Ms. Robinson or see your clinician educator.

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%

ASHA Code of Ethics

Please find a copy of the ASHA Code of Ethics here:

[ASHA Code of Ethics2016.pdf](#) Download

Pre-Internship Orientation

Remember your pre-internship orientation occurred in Section 1 ComD 688R Winter semester of your clinical training. We covered the following topics:

Using the Internship Registration and Management System (IRAMS)

Assignments and expectations

Grading procedures

Standards of personal conduct

The nature and amount of supervisory contact between the faculty advisor/department coordinator and the student

The Internship Master Agreement (IMA) or IMOU which outlines the obligations of the student, university, and internship provider

Procedures for unanticipated termination of the internship

Remediation Plan

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.

Remidiation Plan Form.docx [Download](#)

Scheduling

Each student clinician is responsible to schedule their client, room and clinical educator.

The Taylor Building is open the following hours during Spring term:

Monday through Thursday 8AM-9PM

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

When scheduling clients for the first time do not leave names of the client on voice mail or an answering machine. When you make a call, identify yourself with your name and that you are a graduate student clinician calling from the BYU Speech and Language Clinic.

Do not schedule clients during any ComD class time where you, as a student, are enrolled in that class.

Do not ask faculty to excuse you from class to attend to a clinical assignment.

Procedures for unanticipated termination of the internship

Occasionally internships must terminate for unexpected reasons. Reasons an externship placement might need to be terminated include: a student is failing the externship placement and remediation needs to take place before the

student can successfully complete an externship rotation, serious illness, family emergencies.

If termination needs to take place because of student failing to make the grade students will be informed by the Internship Coordinator and the Department Chair of the termination. The Internship Coordinator and the Department Chair will meet with the student to discuss the documentation of the failure and the strategies the on-site Clinical Educator used to attempt to remediate the student's clinical skills prior to termination. Please be aware that the on-site Clinical Educator is not obligated to provide remediation to the student. The Department of Communication Disorders is responsible to ensure that students are ready for the challenges of an externship before placing the student in that rotation. If the on-site Clinical Educator is unwilling to provide support to the student for remediation purposes, the responsibility of remediation is on the Department of Communication Disorders. The Internship Coordinator will write a Remediation plan as outlined in this syllabus (See section titled Remediation Plan).

If termination is due to illness or family emergency or any other non-grade issue then the Internship Coordinator will contact the site Clinical Educator to explain the circumstances and reason for termination. A student may need to file an Incomplete with the university or may need to withdraw from the class depending on the university schedule.

Using the Internship Registration and Management System (IRAMS)

Using the Internship Registration and Management System (IRAMS)

1. Review the step-by-step instructions provided by and posted on the BYU Internship Office website: <https://intern.byu.edu/>
2. Orient students re the BYU Internship Office website
3. Review the importance of each information box, the process for registering for class, the documentation associated with each externship site, etc.

Cancellations and re-scheduling

If you need to re-schedule a client or cancel a client it is YOUR responsibility to let your clinical educator know about the change.

If a client cancels a session students may offer to reschedule.

If the student has to cancel a session the student is required to attempt to reschedule the session.

Students may only cancel a session for illness or family emergencies.

Students may not cancel a session to work on homework or thesis or any other ComD obligation.

Clinic Confidentiality Policy

If you have not read and signed the Clinic Confidentiality Policy then please download and read it now, today and sign it and give the signed copy to Sandy Alger.

Clinic Confidentiality Policy (May 2011).doc [Download](#)

Clinical Assignment Attendance Policy

Clinical Rotation Attendance Policy:

Failure to attend a clinical assignment (BYU clinic/internship/screenings) without notifying the clinic director AND the site clinical educator may result in a failing grade. Student will also be subject to an immediate dismissal from the site and will not be allowed to return to that site in the future. NOTE: If a student receives a failing grade in ComD 688R ALL clinical practicum hours earned during the semester or term become invalid and can not be submitted as ASHA hours.

Illness/Family Emergencies:

Student must notify BOTH the site clinical educator and the clinic director (Lee Robinson 801-376-3804) 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, follow the procedure as outlined below:

The student must submit a written request to the clinic director at lee_robinson@byu.edu stating the reason for the time off and dates of the absence. The request must be submitted prior to placement at a site. If the request is approved then the student must arrange the time off with the internship clinical educator during the first week of the semester or term. Failure to obtain clinic director approval before discussing time off with a site clinical educator will result in a failing grade. Written requests for time off do not guarantee approval.

Liability Insurance and Enrollment in ComD 688R

In order for a ComD graduate student to be covered under the University Liability Insurance students must be enrolled in 1 credit of 688R if they wish to work in the BYU Speech and Language Clinic or at an externship site.

Students are required to earn a minimum of 5 credit hours in ComD 688R. The required credit hours include the following:

3 credits in the BYU Speech and Language clinic (typically a spring, fall, winter or fall, winter, spring)

2 credits of externships (required: 1 pediatric and 1 adult rotation)

Students can enroll in additional ComD 688R credit for a variety of reasons, all of which will need to be approved by Ms. Robinson. Appropriate reasons to enroll in additional ComD 688R credit include: A specialty externship such as the U of U voice clinic, to earn additional experience in the BYU clinic during a spring term.

When students are enrolled in ComD 688R beyond the required 5 credits the student may receive either a letter grade or a Pass/Fail grade, depending on the

requirements of the externship site and the clinical performance of the student. For the purposes of the Department of Communication Disorders a C or lower is considered a failing grade.

Class Project

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: storybooks and a wagon, whiteboards for the clinic rooms, art kits and oral motor mech kits for each therapy room.

I am willing to provide class time and a budget to help you with the project. Write a proposal as a class including a budget and a rationale for needing the requested material. Submit the proposal to the clinic director for approval.

Assignments

Assignment Description

Progress Report Addendum

Due: Friday, Jun 09 at 11:59 pm

Students will write Progress Report Addendum for each case they work with during the term.

University Policies

ASHA Code of Ethics

[ASHA Code of Ethics 2010.pdf](#) Download

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.

Counting ASHA 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; orofacial 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.)

Only count time where the graduate student clinician is working with the client. Paperwork and preparation time does not count towards ASHA hours.

If more than one graduate student clinician is working with a single client then the students must split that time or share the time. For example, if two students work with one client for 50 minutes, each student can count 25 minutes of ASHA time.

If more than one graduate student clinician is working with a group of clients then as long as there is a one-to-one ratio of clients to clinicians each student clinician can count the entire time towards ASHA hours. For example, if there are two student clinicians in the room and two clients and they work together for 50 minutes, each student can count the full 50 minutes.

If you have any questions about how to count ASHA hours please talk to Ms. Robinson or see your clinician educator.

Green Sheets.doc [Download](#)

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.

Sexual Misconduct

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

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

BYU offers confidential resources for those affected by Sexual Misconduct,

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

Student Disability

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

Academic Honesty

The first injunction of the Honor Code is the call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character.

"President David O. McKay taught that character is the highest aim of education" (The Aims of a BYU Education, p.6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

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

Do Not Schedule clients during the following times

AFTER 6PM WEEK DAYS.

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
T/Th 9:30-10:45 AM	Colloquium

Do not schedule clients during graduate classes. Do not ask other professors to let you out of class early so you can prepare to meet with a client or for any other clinic related reason. If you are having trouble scheduling your clients so that you can also attend class please let me know and we will find a different client for you.

Use of Technology in the Classroom

Please use personal computers responsibly.

Re-scheduling and cancellations

If you need to re-schedule a client or cancel a client due to illness or family emergency it is YOUR responsibility to let your clinical educator know. Student clinicians cannot re-schedule or cancel a clinical session because they are not prepared, don't feel like seeing clients that day, want to leave town early, go to dinner with their parents, ETC.

Schedule

Date	Column 1	Column 2
F May 05 Friday	Class meeting 10AM-11:30 Mentor Training Pizza to follow and time to meet the new class of students	
M May 08 Monday	First day of clinic (official)	
F May 12 Friday	Medicare Training 10AM- 11:15	
F May 19 Friday	Medicare Training 10-11:15	
F May 26 Friday		
F Jun 02 Friday		
F Jun 09 Friday	Last day of clinic	
	Progress Report Addendum	

F Jun 16

Friday

W Jun 21 **First Day of Spring Final**

Wednesday **Exams (06/21/2017 -
06/22/2017)**

Th Jun 22

Thursday

COMD 688R - Section 001

Winter 2017

Section 001: 125 TLRB on T Th from 1:00 pm - 2:15 pm

Instructor/TA Info

Instructor Information

Name: Lee Robinson

Office Location: 163 TLRB

Office Phone: (801) 422-7650

Email: lee_robinson@byu.edu

Cell Phone: 8013763804

Name: Ann Dorais

Office Location: 159 TLRB

Office Phone: 801-422-5993

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

Or By Appointment

Email: adorais159@gmail.com

Cell Phone: 801-372-4383

Google Calendar: For appointments

Name: Lori Johnson

Office Location: 138 TLRB

Office Phone: 801-422-9132

Office Hours: Wed, Fri 9:00am-5:00pm

Email: lab_johnson@hotmail.com

Cell Phone: 801-598-7218

Name: ElBea Stonier

Office Hours: Wed, Thu 9:00am-5:00pm

Email: stonelbe@isu.edu

Cell Phone: 208 921-8389

Name: Julie Schow

Office Location: 159 TLRB

Office Phone: 801-422-5021

Office Hours: Thu, Fri 8:30am-5:00pm

Or By Appointment

Email: julieschow@byu.edu

Name: Kerstine Hart

Office Location: 138 TLRB

Office Phone: 801-422-6462

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

Or By Appointment

Email: kerstine_hart@byu.edu

Cell Phone: 801-592-9872

Google Calendar: For Appointments

TA Information

Name: Rachel Zitting

Email: rachel.zitting@gmail.com

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, Section 1)	Section 1 TTH 9:30-10:45	Bring powerpoints for note taking. Attendance is mandatory and we will keep track of late arrivals.
2 Tx clients	2 Tx sessions a week scheduled regularly. One session per week must be scheduled when your	Students are expected to: <ol style="list-style-type: none">1. Initiate contact with the supervisor.2. Plan and prepare for each session.

	supervisor is available to observe.	<ol style="list-style-type: none"> 3. Write a lesson plan for each tx session and submit it to their supervisor prior to the session. 4. Write a SOAP note and submit within 24 hrs. of session completion. 5. Write a Tx plan/progress note for each client.
Fall Semester Only 1 Dx client	Schedule with your clinical educator	<p>Students are expected to:</p> <ol style="list-style-type: none"> 1. Plan the dx and submit to supervisor for approval 2. Consult with supervisor throughout the dx process. 3. Write a Dx report. 4. Complete all requirements associated with the diagnostics course.

Prerequisites

1. Acceptance to the graduate program in COMD.
2. Students must complete undergraduate courses with a B- or better grade.
3. Approval from Ms. Robinson is also required.

Teaching Philosophy

I approach teaching much the way I approach a clinical case. I look for the strengths and areas of concern in the class as a group and I try to meet the class needs according to what the class is ready to learn. I have set topics that

I cover in this class but I also take time to ask the class what questions they have and will sometimes spend several minutes answering just one or two questions. If I choose to spend more time on one topic that is not listed in the syllabus it is because I deem the topic to be relevant to the class and something the class is ready to learn at that time.

We do not have formal exams in this class. I have a list of curriculum topics that I cover. During winter semester each student will give a 30 minute case presentation.

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, facebook 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/procedures, etc.

I do not allow students to bring small children, family members or babies to class. This is a professional class meeting. In a work place setting we would not anticipate that an employee would bring children or babies to a staffing meeting. If a student has a child care issue (e.g. babysitter is ill and can't take care of the child) and will have to miss class please make arrangements with class members to get notes, see me or my TA for additional help, etc.

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 clinical educators early and often about their

clients. They are always prepared with some sort of a plan when they meet with their clinical educators and they take notes during the meeting. Successful students are not afraid to call their clinical educators at home or in the evening if they have a question and they don't use the fact that our clinical educators 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.

Participation Policy

I expect each of you to participate in class discussions. You cannot hide in this class so be aware that you are responsible to be alert and ready to discuss.

Learning Outcomes

Goal #1 Students will demonstrate ability to plan and implement an assessment of clients presenting with various communication disorders

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 the BYU Speech and Language Clinic, 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:	Handbook Quiz	Clinical	IV-C
Develop critical thinking skills as applicable to clinical cases	Code of Ethics Quiz	Educator ratings	IV-D IV-E
Understand and apply Evidence Based Practice to choose best practices	Self Evaluation Quiz-What type of learner am I?	Written feedback Verbal feedback	IV-G Intervention d, f

Understand what ACE (Alternative Clinical Education) is and how to best use it to add to clinical experience	Clinical Educator ratings on the Evaluation of Clinical Performance form and or CALIPSO form (S)	Evaluation a-g Interaction a-d CF1, 2,3,4
Manage paperwork specific to the site		
Apply diagnostic clinical skills to each case as appropriate	Written and verbal feedback for each session supervised	
Conduct caregiver interviews using ethnographic techniques	(F) Final Evaluation rating on the	
Read assessment manuals and practice assessment administration	Evaluation of Clinical Performance form and or CALIPSO forms(S)	
Select and administer both formal and informal measures		
Score and interpret assessment results accurately		
Make appropriate diagnosis, recommendations		
Consult with caregivers and give appropriate feedback		
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

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 the BYU Speech and Language Clinic, a hospital, public school, skilled nursing care facility, private practice, etc.

Specific Objectives	Method of Evaluation	Feedback Mechanisms	CAA Standard
Students will learn to:	Handbook Quiz	Clinical	IV-C
Develop critical thinking skills as applicable to clinical cases	Code of Ethics Quiz	educator ratings	IV-D IV-E
Understand what ACE (Alternative Clinical Education) is and how to best use it to add to clinical experience	Self Evaluation Quiz-What type of learner am I?	Written feedback	IV-G Intervention d, f
Treat specific disorders using evidence based practice, current methods that are appropriate for the age and severity level of the patient or client	Clinical Educator ratings on the Evaluation of Clinical Performance form and or CALIPSO form (S)	Verbal feedback	CF 2,3,4
	Written and verbal feedback for each session supervised (F)		

Meet with clinical educators to discuss client need, treatment plans, etc.

Demonstrate independence by planning sessions, then asking for clinical educator input

Collect and establish baseline and follow-up data

Collect on-line data

Interpret session data and make clinical decisions based on the data

Adjust to the client's severity level (mild, moderate, sever)

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

Final Evaluation rating on the Evaluation of Clinical Performance form and or CALIPSO forms(S)

by the supervising
clinical educator

Goal #3 Students will demonstrate appropriate 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 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:	Handbook Quiz	Supervisor	III-G
Prepare and present a case presentation	Code of Ethics Quiz	ratings	IV-B
Manage paperwork appropriate to the site	Self Evaluation Quiz-What type of learner am I?	Written feedback	IV-G
Attend and actively participate in colloquium meetings	Clinical Educator ratings on the Evaluation of Clinical Performance form and or CALIPSO form (S)	Verbal feedback	Interaction a-d
Set appointments and meet with supervising clinical educators regarding client performance	Written and verbal feedback for each session supervised (F)		CF 1, 2,3,4
Interact appropriately with clinical educators, faculty, staff, and other students	Final Evaluation rating on the Evaluation of Clinical Performance form		
Interact appropriately with clients and caregivers			
If applicable to the site, plan and implement appropriate prevention activities			

As appropriate to the site and or CALIPSO
 and caseload, forms(S)
 demonstrate appropriate
 sensitivity to multicultural
 populations when
 planning and
 implementing assessment
 and treatment procedures
 Attend all clinic
 assignments and
 appointments

Goal #4 Students will demonstrate understanding of all internship policies and procedures.

Students will demonstrate understanding of all internship policies and procedures.

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

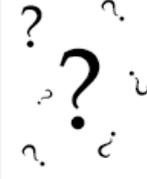
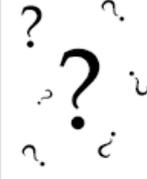
Goal #5 Students will demonstrate appropriate clinical writing skills as they learn the paperwork system specific to their internship site.

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

diagnostic report (see
outline)

Materials

	Item	Price (new)	Price (used)
	GDE CLINICAL ASSESS PROFESS REPORT WRITING <i>Required</i> by STEIN-RUBIN, C	112.00	84.00
	PACKET CLINIC RESOURCES FOR ASSESSMENT AND TREATMENT <i>Optional</i> by ROBINSON, L	44.00	

Course Topics

Course topics include but are not limited to:

COURSE TOPICS

1. Scheduling and getting started
2. Clinic handbooks re: policies and procedures
3. Lesson plans/SOAP notes
4. Treatment approaches/therapy ideas
5. Data collection/clinical decision making
6. Evidence based practice
7. Assessment
8. Ethnographic interviewing techniques
9. Report writing
10. Behavior management
11. Graduation requirements/counting ASHA hours
12. Universal precautions/Hygiene/Infection control

13. ICF classifications/WHO/HIPAA
14. Oral Peripheral exams
15. Diversity issues
16. Resume/Cover Letters/Portfolios
17. Internship Handbook
18. ASHA Code of Ethics
19. Internship Orientation

Cell Phones, Laptops, etc

Laptops and other electronic devices are to be used to take notes in class and/or to enhance your learning environment. Please do not use your electronic devices during class discussions or during announcements or when I am answering questions at the beginning of class. You might miss something important. I know it seems like we can mess with our phones and listen at the same time but really, we can't do that and be effective professionals so turn off your phones when you are in class. It can wait. Thanks!

Grading Policy

Notice: Grading will transition to CALIPSO grading by October 2016.

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. 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 90% of your grade, 30% per client)
2. Portfolios, presentations and other clinical assignments, participation in class (approximately 10% of the grade)

Students must earn a final rating of 3 or better on each of the competencies listed on the Competency Checklist and must earn a final rating of 80 or better for each case on the Evaluation of Clinical Performance form in order to pass the clinical rotation.

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.

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.

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

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%

CALIPSO

Clinical Assessment of Learning Inventory of Performance Streamlined Office Operations or CALIPSO

CALIPSO

Cost to students: **\$85.00** per student for 7 years of access to CALIPSO data. Fee is due when you sign up for CALIPSO. All students from Fall 2016 on are required to use the CALIPSO database.

[CALIPSO_Student_Instructions-SLP-BYU.pdf](#) Download

CALIPSO grading scale definitions:

[CALIPSO grade scale.pdf](#) Download

CALIPSO grading rubric example Jane Doe:

[Cumulative evaluation- Doe, Jane - CALIPSO.pdf](#) Download

Remediation Plan

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.

Remidiation Plan Form.docx [Download](#)

Course Outline

Assignment due dates are posted in Learning Suite

Students must earn a minimum of 50 clinical hours at each internship site

See the reminder of the syllabus for a description of assignments, policies and procedures, etc.

Case Presentation

CASE PRESENTATIONS:

During the semester students will be assigned to give a case presentation in colloquium. Students will have 15 minutes to present. Students should use video and or audio recordings of sessions to show the class the client. Case presentation should include the following:

1. Outline the client's history
2. Relevant assessment
3. Current goals and level of progress
4. Activities addressing his/her goals
5. What went well and what did not go well for this client
6. What did you learn
7. Reference page with references to books, resources, activities, articles and where to find them

How to fit it all into 15 minutes: no more than 15 slides (1 slide will be the title page and one slide will be the references). 13 slides to present information from 6 different areas and reflect on what went well and what you learned.

Start planning for the case presentation now by collecting video clips, etc. 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, which should be submitted to the class electronically prior to the presentation.

The handout is simply a copy of the ppt without identifying client information.

Case Presentation Grade Form 2016.docx [Download](#)

Professional Behavior

Students enrolled in this class have begun their professional career. It is my expectation that students will behave professionally while conducting business in the clinic.

Our clinic is a professional environment. Please think of this space as a professional work area. If this were your place of employment you would not

typically bring your children or family members to the clinic for child care purposes. You would not typically use the clinic for non-work related social time. With this rationale in mind please follow these guidelines:

Clinic rooms are to be used for conducting therapy with clients. If a therapy room is not scheduled for therapy then students may schedule the room for study. Please see Sandy Alger or the student secretaries regarding scheduling procedures.

Clinic rooms are not to be used for child care, personal time (i.e. dates, spending time with friends as a hang out, or any other inappropriate activity). Typically we do not use therapy rooms for TA sessions. Please have the professor you are working with see me regarding exceptions to this policy. Please remember that the entire clinical faculty have access to the clinic rooms at all times via video and audio. Conversations that take place in the clinic rooms are not private so please maintain a professional and respectful tone with other students, faculty and staff when talking in the clinic rooms.

Class Project

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: storybooks and a wagon, whiteboards for the clinic rooms, art kits and oral motor mech kits for each therapy room.

I am willing to provide class time and a budget to help you with the project. Write a proposal as a class including a budget and a rationale for needing the requested material. Submit the proposal to the clinic director for approval.

Room 159 is a Faculty Office

Room 159 is a faculty office space. Clinical educators are working in room 159. They are supervising session, grading lesson plans/SOAP notes, editing treatment plans/progress reports, working on clinic management issues and consulting with students who have made appointments.

Each clinical educator is happy to help students who have urgent questions but we do ask that you please be respectful of students and clinical educators who most likely have other pressing issues they are working on at the same moment you might be trying to ask a “quick” question.

Office Hours, Cohort Questions and the Rule of 3s

As the Clinic Director and Internship Coordinator I have many demands on my time. I am more than happy to meet with students to discuss individual concerns. The best time to schedule an appointment with me is Friday between 10AM-noon. Once that time is filled with appointments the next best time to meet with me is largely dependent on my supervisory schedule and that changes from semester to semester. The best time to talk to me about making an appointment is right after class.

Class time is a time for the cohort to ask questions related to clinical work, policies and procedures, due dates, assignments, internship applications, needed materials, the list is endless. Any question that pertains to one or more student in the cohort is fair game. If I don't have an answer I will think about it, talk to the clinical faculty and get back to the cohort with an appropriate answer.

Rule of 3s

There are many other places where students can get answers to their questions. Students can:

1. Read the syllabus and handbooks
2. Ask your clinical educator
3. Ask our very capable secretarial staff
4. Ask my Clinic TA via email or in person
5. Ask a question in colloquium
6. Ask a second year student
7. Ask the graduate coordinator, Dr. McPherson
8. Ask your thesis advisor

The Rule of 3s is simply that students please ask 3 sources BEFORE making an appointment with Ms. Robinson about a question that could be handled in class or that someone else could answer.

Scheduling Clinic Rooms

BYU Speech and Language Clinic Room Scheduling Priorities:

1. Graduate student clinic activities including diagnostic sessions and treatment sessions, group sessions, planning for clinic, set up, clean up and all other clinic activities
2. Graduate student activities including, clinical preparation, student and/or faculty research
3. Graduate student group project or study time
4. TA time (help sessions, tutoring, etc.), student make-up exams/quizzes
5. Other faculty needs

Activities listed in # 2, 3, 4 & 5 are not to be scheduled during the hours of M-TH 3-6pm. Exceptions must be cleared by the Clinic Director or a member of the clinical faculty.

All scheduling must go through Sandy or the student secretaries. If there is a scheduling conflict, rooms will be scheduled based on the priorities above. For example, if both a clinic session and a TA session are competing for a spot in the clinic, the clinic session is the priority.

Obtaining 25 observation hours

Master Clinician website:

If you use Master Clinician or any other video I post to this page to earn the remainder of your observation hours-**write a brief summary of each observation or session you watch.** Record the amount of time you observed on the "pink" sheet (BYU ComD version of our observation hours tracking sheet). **Turn your summaries in to me along with the "pink" sheet. I will sign off on the hours.**

<http://masterclinician.org/>

Sima Gerber Visual Reality Videos on YouTube

<https://www.youtube.com/playlist?list=PL25410923E953E679>

Spring Clinic Experience Writing Assignments

Those students who are enrolled in the Spring Clinic Experience (SCE) will not write a treatment plan. The SCE students will use the Progress Report from the

previous semester as a treatment plan. They will target the same goals that were targeted from the previous winter semester.

SCE students will write a Progress Report Addendum. Please see the attached outline.

Progress Note Addendum.ppt Download

Cell Phone and email policy

Cell phone:

I have posted my cell phone number for graduate student use only. Please do not give my cell phone number to people who are not associated with BYU or with graduate education. Example: Is it okay to give my cell phone number to an off-campus site supervisor who is supervising your externship? Yes because they are directly working with your education.

Example: Is it okay to give my cell phone number to a parent in your ward who has questions about how to sign their child up for services in the BYU clinic? No, not without my permission because there are other ways that person can get in touch with me, such as the BYU Speech and Language Clinic Web page or through the department secretary or the clinic TA.

When you text me, always identify who you are the first time you text me. I do not routinely program my student's numbers into my phone but I will program you in once you have texted me.

When is it okay to text or call me?

1. When I am supervising your case and you need a consult
2. When you have an emergency-such as a death in the family, illness, accident or harm to yourself, if you think you are in danger and you don't know what to do, if you are being harassed or are struggling to stay in the graduate program and need help, etc.
3. When you have tried the rule of 3s and still don't have an answer
4. When I have told you to call or text me-so we have set up an appointment via phone

When is it not okay to text or call me?

1. I turn my phone on silent at night so you can text me in the middle of the night but I won't get it until the morning

2. Unless it is an emergency or you need a client consult, do not text or call me on the weekends

Email:

Depending on the day I may not have a chance to check email until 5 or 6pm. Example: during fall semester I teach 3 classes Tuesdays and Thursdays, one right after each other with no more than an hour break in between each class. I do not check emails on Tuesdays and Thursdays until very late in the day. However, I do check my email. I may not respond right away, but I do check my email daily and try to respond as quickly as possible. I do not read or respond to emails that are sent after 10 pm until the following day. I often do not check email on the weekend because my weekends are very busy with my personal life, yes I do, in fact, have a personal life.

Read your emails carefully before you hit send. All emails sent to me or to clinical educators from students are considered confidential and professional in nature. Make sure you are expressing yourself in a professional manner before you hit send.

When referring to clients in an email do not use names. Use initials only.

Liability Insurance and Enrollment in ComD 688R

In order for a ComD graduate student to be covered under the University Liability Insurance students must be enrolled in 1 credit of 688R if they wish to work in the BYU Speech and Language Clinic or at an externship site.

Students are required to earn a minimum of 5 credit hours in ComD 688R. The required credit hours include the following:

3 credits in the BYU Speech and Language clinic (typically a spring, fall, winter or fall, winter, spring)

2 credits of externships (required: 1 pediatric and 1 adult rotation)

Students can enroll in additional ComD 688R credit for a variety of reasons, all of which will need to be approved by Ms. Robinson. Appropriate reasons to enroll in additional ComD 688R credit include: A specialty externship such as the U of U voice clinic, to earn additional experience in the BYU clinic during a spring term.

When students are enrolled in ComD 688R beyond the required 5 credits the student may receive either a letter grade or a Pass/Fail grade, depending on the requirements of the externship site and the clinical performance of the student. For the purposes of the Department of Communication Disorders a C or lower is considered a failing grade.

Clinical Assignment Attendance Policy

Clinical Rotation Attendance Policy:

Failure to attend a clinical assignment (BYU clinic/internship/screenings) without notifying the clinic director AND the site clinical educator may result in a failing grade. Student will also be subject to an immediate dismissal from the site and will not be allowed to return to that site in the future. NOTE: If a student receives a failing grade in ComD 688R ALL clinical practicum hours earned during the semester or term become invalid and can not be submitted as ASHA hours.

Illness/Family Emergencies:

Student must notify BOTH the site clinical educator and the clinic director (Lee Robinson 801-376-3804) 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, follow the procedure as outlined below:

The student must submit a written request to the clinic director at lee_robinson@byu.edu stating the reason for the time off and dates of the absence. The request must be submitted prior to placement at a site. If the request is approved then the student must arrange the time off with the internship clinical educator during the first week of the semester or term. Failure to obtain clinic director approval before discussing time off with a site clinical educator will result in a failing grade. Written requests for time off do not guarantee approval.

Scheduling

Each student clinician is responsible to schedule their client, room and clinical educator.

The Taylor Building is open the following hours during Spring term:

Monday through Thursday 8AM-9PM

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

When scheduling clients for the first time do not leave names of the client on voice mail or an answering machine. When you make a call, identify yourself with your name and that you are a graduate student clinician calling from the BYU Speech and Language Clinic.

Do not schedule clients during any ComD class time where you, as a student, are enrolled in that class.

Do not ask faculty to excuse you from class to attend to a clinical assignment.

Cancellations and re-scheduling

If you need to re-schedule a client or cancel a client it is YOUR responsibility to let your clinical educator know about the change.

If a client cancels a session students may offer to reschedule.

If the student has to cancel a session the student is required to attempt to reschedule the session.

Students may only cancel a session for illness or family emergencies.

Students may not cancel a session to work on homework or thesis or any other ComD obligation.

Clinic Confidentiality Policy

If you have not read and signed the Clinic Confidentiality Policy then please download and read it now, today and sign it and give the signed copy to Sandy Alger.

Clinic Confidentiality Policy (May 2011).doc [Download](#)

Counting ASHA 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; orofacial 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.)

Only count time where the graduate student clinician is working with the client. Paperwork and preparation time does not count towards ASHA hours.

If more than one graduate student clinician is working with a single client then the students must split that time or share the time. For example, if two students work with one client for 50 minutes, each student can count 25 minutes of ASHA time.

If more than one graduate student clinician is working with a group of clients then as long as there is a one-to-one ratio of clients to clinicians each student clinician can count the entire time towards ASHA hours. For example, if there are two student clinicians in the room and two clients and they work together for 50 minutes, each student can count the full 50 minutes.

If you have any questions about how to count ASHA hours please talk to Ms. Robinson or see your clinician educator.

Pre-Internship Orientation

Your pre-internship orientation will cover the following topics:

Using the Internship Registration and Management System (IRAMS)

Assignments and expectations

Grading procedures

Standards of personal conduct

The nature and amount of supervisory contact between the faculty advisor/department coordinator and the student

The Internship Master Agreement (IMA) or IMOU which outlines the obligations of the student, university, and internship provider

Procedures for unanticipated termination of the internship

Internship Activities

Acceptable Internship Activities include:

Public Schools/Pediatric sites:

Assessment and treatment of clients

IEP meetings (students may count the time they spend actively participating in an IEP meeting towards ASHA hours)

Staffing meetings

Hospitals/Rehab/Adult sites:

Assessment and treatment of clients

Swallow studies

Team meetings/Staffing meetings

Consulting with family and or caregivers (students may count the time they spend actively participating in consultation with family and or caregivers towards ASHA hours)

Standards of personal conduct

Students enrolled in this class have begun their professional career. It is my expectation that students will behave professionally while conducting business at externship sites. Please think of your externship placement as a place of employment. If this were your place of employment you would not typically bring your children for child care purposes. You would not typically use the facility for non-work related social time.

Please conform to dress and grooming standards as per BYU policy while attending an externship site. Please note that externship sites have their own dress and grooming standards. Please conform to these standards while participating in an externship.

Please remember that you are a representative of BYU and the ComD Department. Use your cell phones responsibly. Pay attention to your on-site Clinical Educators and follow their directions with precision.

Students are expected to follow the ASHA Code of Ethics while participating in an externship. If a student is found to have violated the ASHA Code of Ethics they are subject to dismissal from the externship site and will receive a failing grade for that rotation. To ensure that students have read and understand the ASHA Code of Ethics an on-line ASHA Code of Ethics assignment is associated

with this course and must be completed every semester or term a student is enrolled in ComD 688R.

Supervisory Contact

The Internship Coordinator meets with students 5-6 times during the semester; 4 per term in a face to face classroom experience. During classroom meetings students will give 10 minute presentations. See the presentation assignment for requirements. Face to face meetings allow the Internship Coordinator to interact with students, assess how the students are progressing in their internships, answer any questions the students may have and act as an advocate for students while they are participating in an internship.

Direct supervision of ASHA hours during an internship will be the responsibility of the on-site Clinical Educator. On-site Clinical Educators will follow ASHA guidelines regarding Supervision.

“To meet ASHA's Standards for the Certificate of Clinical Competence (CCC), student clinicians must be supervised by an individual who holds the CCC in the appropriate area of practice (see Standard IV-E of speech-language pathology standards). University programs also may require the supervisor to hold the necessary state credential to practice in their setting, i.e. license and/or teacher certification.” From the ASHA website

Standards and Implementation Procedures for the Certificate of Clinical Competence address the requirements for direct and indirect supervision of students (CFCC, 2005). The standards require that student supervision be provided by a certified SLP, and that at least 25% of a student's total contact with each client be directly observed. **The amount of supervision “should be adjusted upward if the student's level of knowledge, experience, and competence warrants” (CFCC, 2005).**

Please see the following websites for more information regarding ASHA Standards for Supervision:

<http://www.asha.org/SLP/supervisionFAQs/>

<http://www.asha.org/slp/supervision/>

Externship Presentation

Each of you will be required to give a 10 minute presentation to the class. I will time you and give you a 2 minute warning. I will cut you off after 10 minutes. Please clear your topic with me first so that we do not get duplicate topics. Your topic must be central to the externship you are currently participating in during the semester you are attending class.

List of requirements to fulfill:

1. Prepare a powerpoint to share with the class
2. Share the ppt at least a day before class meets
3. Give the presentation

Internship Provider Assessment

Students who engage in an externship rotation/practicum in the BYU ComD program are required to fill out a supervisor and site evaluation at the end of each semester or term they are enrolled in a practicum. Students will review the supervisor using the **Supervisor Feedback** form and the **Student Evaluation of Off-Campus Placements** forms located in the CALIPSO database.

Assignments and Expectations

Assignments and expectations

1. Students assignments can be located in the Assignment section of Learning Suite. Assignments include:
 - a. Attendance is mandatory for the site-clinic hours documentation through CALIPSO database
 - b. Attendance is mandatory for class-5 points per class period for a total of 25 points. Points per class period may be adjusted upward depending on the semester or term.
 - c. A 10-minute presentation associated with each internship-25 points
 - d. Complete an Internship Handbook quiz -25 points
 - e. Read and complete an ASHA Code of Ethics quiz-25 points
2. Assignments can be submitted through Learning Suite when appropriate

Internship Activities

Acceptable Internship Activities include:

Public Schools/Pediatric sites:

Assessment and treatment of clients

IEP meetings (students may count the time they spend actively participating in an IEP meeting towards ASHA hours)

Staffing meetings

Hospitals/Rehab/Adult sites:

Assessment and treatment of clients

Swallow studies

Team meetings/Staffing meetings

Consulting with family and or caregivers (students may count the time they spend actively participating in consultation with family and or caregivers towards ASHA hours)

Internship Master Agreement (IMA)

The Master Agreement (IMA) can be found at this link:

<https://intern.byu.edu/sites/intern.byu.edu/files/files/InternshipMasterAgreement.pdf>

Students are required to read and understand the IMA. This document is read as a class in class during the orientation. Quizzes will be administered throughout the semester to assess student knowledge of the IMA and to ensure that students are recalling the information.

ASHA Code of Ethics

Please find a copy of the ASHA Code of Ethics here:

ASHA Code of Ethics2016.pdf Download

Procedures for unanticipated termination of the internship

Occasionally internships must terminate for unexpected reasons. Reasons an externship placement might need to be terminated include: a student is failing the externship placement and remediation needs to take place before the student can successfully complete an externship rotation, serious illness, family emergencies.

If termination needs to take place because of student failing to make the grade students will be informed by the Internship Coordinator and the Department Chair of the termination. The Internship Coordinator and the Department Chair will meet with the student to discuss the documentation of the failure and the strategies the on-site Clinical Educator used to attempt to remediate the student's clinical skills prior to termination. Please be aware that the on-site Clinical Educator is not obligated to provide remediation to the student. The Department of Communication Disorders is responsible to ensure that students are ready for the challenges of an externship before placing the student in that rotation. If the on-site Clinical Educator is unwilling to provide support to the student for remediation purposes, the responsibility of remediation is on the Department of Communication Disorders. The Internship Coordinator will write a Remediation plan as outlined in this syllabus (See section titled Remediation Plan).

If termination is due to illness or family emergency or any other non-grade issue then the Internship Coordinator will contact the site Clinical Educator to explain the circumstances and reason for termination. A student may need to file an Incomplete with the university or may need to withdraw from the class depending on the university schedule.

Using the Internship Registration and Management System (IRAMS)

Using the Internship Registration and Management System (IRAMS)

1. Review the step-by-step instructions provided by and posted on the BYU Internship Office website: <https://intern.byu.edu/>
2. Orient students re the BYU Internship Office website
3. Review the importance of each information box, the process for registering for class, the documentation associated with each externship site, etc.

Assignments

Assignment Description

Handbook Quiz for SCE

Due: Thursday, Jan 26 at 11:59 pm

Read the handbook and answer the questions provided on Learning Suite. Submit your typed answers via Learning Suite.

HANDBOOK QUIZ MAY 2016.docx [Download](#)

Progress Report Addendum

Due: Tuesday, Jan 31 at 5:00 pm

A treatment plan/progress note is a document outlining each client's history, current status re what they need to learn next in their clinical progression, a record of assessment measures, current goals, baseline (beginning of the semester data) and follow-up (end of semester data) and a report on the progress the client made during the semester.

What type of learner am I?

Due: Tuesday, Jan 31 at 11:59 pm

Answer the questions using a word document. Submit your answers via Learning Suite.

What type of learner am I? may 2016.docx [Download](#)

Code of Ethics

Due: Wednesday, Mar 22 at 11:59 pm

Please report yes or no. Did you read the Code of Ethics?

client info quiz

Due: Monday, Apr 03 at 8:00 am

This is a pass/fail quiz. Please fill out all questions to the best of your ability. The quiz closes on Thursday March 24th at 5pm. This is an OPEN BOOK quiz. You can also ask for help from your Clinical Educator. The purpose of this quiz is strictly to collect current information about your client for future clinic assignments. You can start the quiz and finish it at a later time.

Client 1

Due: Monday, Apr 03 at 11:59 pm

final rating

University Policies

ASHA Code of Ethics

ASHA Code of Ethics 2010.pdf [Download](#)

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.

Counting ASHA 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; orofacial 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.)

Only count time where the graduate student clinician is working with the client. Paperwork and preparation time does not count towards ASHA hours.

If more than one graduate student clinician is working with a single client then the students must split that time or share the time. For example, if two students work with one client for 50 minutes, each student can count 25 minutes of ASHA time.

If more than one graduate student clinician is working with a group of clients then as long as there is a one-to-one ratio of clients to clinicians each student clinician can count the entire time towards ASHA hours. For example, if there are two student clinicians in the room and two clients and they work together for 50 minutes, each student can count the full 50 minutes.

If you have any questions about how to count ASHA hours please talk to Ms. Robinson or see your clinician educator.

[Green Sheets.doc](#) Download

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.

Sexual Misconduct

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

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

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

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

Student Disability

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

Academic Honesty

The first injunction of the Honor Code is the call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character.

"President David O. McKay taught that character is the highest aim of education" (The Aims of a BYU Education, p.6). It is the purpose of the BYU

Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

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

Do Not Schedule clients during the following times

AFTER 6PM WEEK DAYS.

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
T/Th 9:30-10:45 AM	Colloquium

Do not schedule clients during graduate classes. Do not ask other professors to let you out of class early so you can prepare to meet with a client or for any other clinic related reason. If you are having trouble scheduling your clients so that you can also attend class please let me know and we will find a different client for you.

Use of Technology in the Classroom

Please use personal computers responsibly.

Re-scheduling and cancellations

If you need to re-schedule a client or cancel a client due to illness or family emergency it is YOUR responsibility to let your clinical educator know. Student clinicians cannot re-schedule or cancel a clinical session because they are not prepared, don't feel like seeing clients that day, want to leave town early, go to dinner with their parents, ETC.

Schedule

Date	Column 1	Column 2
T Jan 10 Tuesday		
Th Jan 12 Thursday		
M Jan 16 Monday	Martin Luther King Jr Day	
T Jan 17 Tuesday	Winter Clinic begins today	
Th Jan 19 Thursday		
T Jan 24 Tuesday		

Th Jan 26 Thursday	Evaluate Fall 2016 supervisors on CALIPSO by Thursday, Jan 26th.	
F Jan 27 Friday		
T Jan 31 Tuesday	Dr. Brinton will join us to discuss preparing for interviews.	Adult internship applications and Pediatric Medical applications are due to Ms. Robinson on January 31.
Th Feb 02 Thursday		
F Feb 03 Friday	Treatment Plans due by 3:00	
T Feb 07 Tuesday		
Th Feb 09 Thursday		
T Feb 14 Tuesday		
Th Feb 16 Thursday		
M Feb 20 Monday	Presidents Day	
T Feb 21 Tuesday	Monday Instruction	Clinic schedule is a Tuesday schedule. If your clinic schedule interferes with your class schedule then cancel/reschedule clinic and attend your class.

Th Feb 23		
Thursday		
F Feb 24	NO CLINIC TODAY DUE TO	
Friday	GRAD INTERVIEWS	
M Feb 27	Week of Clinic Midterm	
Monday	Evaluations	
T Feb 28	Midterms	
Tuesday		
W Mar 01	Midterms	
Wednesday		
Th Mar 02	Midterms	
Thursday		
F Mar 03	Midterms	
Friday		
T Mar 07		
Tuesday		
Th Mar 09	Class presentations	
Thursday		
T Mar 14	Class presentations	
Tuesday		
Th Mar 16	Class presentations	
Thursday		
F Mar 17		Clinic Closed due to Spring
Friday		Break
T Mar 21	Class presentations	
Tuesday		
W Mar 22		
Wednesday		

Th Mar 23 Thursday	Class presentations
T Mar 28 Tuesday	Class presentations
Th Mar 30 Thursday	School Pediatric applications are due March 31st. Class presentations
M Apr 03 Monday	
T Apr 04 Tuesday	Class presentations
W Apr 05 Wednesday	
Th Apr 06 Thursday	Last day of clinic, Progress Reports due by 3:00 pm
M Apr 10 Monday	Winter Check out with Dorais, or Hart - sign up on their google Doc
W Apr 12 Wednesday	Winter check out with L. Johnson,
Th Apr 13 Thursday	Winter Check out- J. Schow, Final draft of Progress Reports Due by 5 pm
T Apr 18 Tuesday	Last Day of Classes-class cancelled due to CAPCSD
Th Apr 20 Thursday	Winter Exam Preparation (04/20/2017 - 04/20/2017)

M Apr 24

Monday

T Apr 25

Tuesday

COMD 688R - Practicum in Comm Disorders

Summer 2017

Section 001: TBA TBA from 5:00 pm - 5:00 pm

Instructor/TA Info

Instructor Information

Name: Lee Robinson

Office Location: 163 TLRB

Office Phone: (801) 422-7650

Email: lee_robinson@byu.edu

cell phone: 8013763804

TA Information

Name: Rachel Zitting

Email: rachel.zitting@gmail.com

Course Information

Internship Activities

Acceptable Internship Activities include:

Public Schools/Pediatric sites:

Assessment and treatment of clients

IEP meetings (students may count the time they spend actively participating in an IEP meeting towards ASHA hours)

Staffing meetings

Hospitals/Rehab/Adult sites:

Assessment and treatment of clients

Swallow studies

Team meetings/Staffing meetings

Consulting with family and or caregivers (students may count the time they spend actively participating in consultation with family and or caregivers towards ASHA hours)

Obtaining 25 observation hours

Master Clinician website:

If you use Master Clinician or any other video I post to this page to earn the remainder of your observation hours-**write a brief summary of each observation or session you watch.** Record the amount of time you observed on the "pink" sheet (BYU ComD version of our observation hours tracking sheet). **Turn your summaries in to me along with the "pink" sheet. I will sign off on the hours.**

<http://masterclinician.org/>

Sima Gerber Visual Reality Videos on YouTube

<https://www.youtube.com/playlist?list=PL25410923E953E679>

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, Section 1)	Section 1 First class meeting: at 1035 W 1300 N Orem, 84057 Do not knock, just come in. Please close the glass door behind you.	Bring powerpoints for note taking. Attendance is mandatory and we will keep track of late arrivals.
Externship placement	Attend all scheduled externship assignments.	Students are expected to: 1. Attend all class meetings 2. Give a 10 minute presentation 3. Attend all Externship days and times 4. Complete all Externship assignments

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Learning Outcomes

Goal #1 Students will demonstrate ability to plan and implement an assessment of clients presenting with various communication disorders

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 the BYU Speech and Language Clinic, 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:	Handbook Quiz	Clinical	IV-C
Develop critical thinking skills as applicable to clinical cases	Code of Ethics Quiz	Educator ratings	IV-D IV-E
Understand and apply Evidence Based Practice to choose best practices	Self Evaluation Quiz-What type of learner am I?	Written feedback	IV-G Intervention d, f
Understand what ACE (Alternative Clinical Education) is and how to best use it to add to clinical experience	Clinical Evaluation of Performance form and or CALIPSO form (S)	Verbal feedback	Evaluation a-g Interaction a-d CF1, 2,3,4
Manage paperwork specific to the site	Written and verbal		
Apply diagnostic clinical skills to each case as appropriate	feedback for each session supervised (F)		

Conduct caregiver interviews using ethnographic techniques	Final Evaluation rating on the Evaluation of Clinical Performance form and or CALIPSO forms(S)
Read assessment manuals and practice assessment administration	
Select and administer both formal and informal measures	
Score and interpret assessment results accurately	
Make appropriate diagnosis, recommendations	
Consult with caregivers and give appropriate feedback	
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

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 the BYU Speech and Language

Clinic, a hospital, public school, skilled nursing care facility, private practice, etc.

Specific Objectives	Method of Evaluation	Feedback Mechanisms	CAA Standard
Students will learn to:	Handbook Quiz	Clinical	IV-C
Develop critical thinking skills as applicable to clinical cases	Code of Ethics Quiz	educator ratings	IV-D IV-E
Understand what ACE (Alternative Clinical Education) is and how to best use it to add to clinical experience	Self Evaluation Quiz-What type of learner am I? Clinical Educator ratings on the Evaluation of Clinical	Written feedback	IV-G Intervention
Treat specific disorders using evidence based practice, current methods that are appropriate for the age and severity level of the patient or client	Quiz-What type of learner am I? Clinical Educator ratings on the Evaluation of Clinical Performance form and or CALIPSO form (S)	Verbal feedback	d, f CF 2,3,4
Meet with clinical educators to discuss client need, treatment plans, etc.	Written and verbal feedback for each session supervised (F)		
Demonstrate independence by planning sessions, then asking for clinical educator input	Final Evaluation rating on the Evaluation of Clinical Performance form and or CALIPSO forms(S)		
Collect and establish baseline and follow-up data			

Collect on-line data
 Interpret session data
 and make clinical
 decisions based on the
 data
 Adjust to the client's
 severity level (mild,
 moderate, sever)
 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

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:	Handbook Quiz	Supervisor ratings	III-G IV-B

Prepare and present a case presentation	Code of Ethics Quiz	Written feedback	IV-G Interaction
Manage paperwork appropriate to the site	Self Evaluation Quiz-What type of learner am I?	Verbal feedback	a-d CF 1, 2,3,4
Attend and actively participate in colloquium meetings	Clinical Educator ratings on the Evaluation of Clinical Performance form and or CALIPSO form (S)		
Set appointments and meet with supervising clinical educators regarding client performance	Written and verbal feedback for each session supervised (F)		
Interact appropriately with clinical educators, faculty, staff, and other students	Final Evaluation rating on the Evaluation of Clinical Performance form and or CALIPSO forms(S)		
Interact appropriately with clients and caregivers			
If applicable to the site, plan and implement appropriate prevention activities			
As appropriate to the site and caseload, demonstrate appropriate sensitivity to multicultural populations when planning and implementing assessment and treatment procedures			
Attend all clinic assignments and appointments			

Goal #4 Students will demonstrate understanding of all internship policies and procedures.

Students will demonstrate understanding of all internship policies and procedures.

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

Goal #5 Students will demonstrate appropriate clinical writing skills as they learn the paperwork system specific to their internship site.

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
Students will learn to: Turn all paperwork in on time Incorporate supervisor feedback into SOAP notes,	*midterm rating or CALIPSO form(F)	Supervisor ratings Written feedback on reports	IV-B IV-G Evaluation a-g Intervention a-d

treatment plans/progress	*Final draft	CF 1,2
notes and diagnostic	grade	
reports	sheet or	
Write appropriate treatment	CALIPSO	
goals for both treatment	form(S)	
plans and lesson plans		
Include all appropriate	*filled out by	
information in treatment	the clinical	
plans (additional testing,	educator	
baseline, semester goals,	assigned to	
intervention plan and home	supervise the	
program)	case	
Include all appropriate		
information in the progress		
note (follow-up data,		
intervention section,		
recommendations)		
Include all appropriate		
information in the		
diagnostic report (see		
outline)		

Materials

Participation Policy

I expect each of you to participate in class discussions. You cannot hide in this class so be aware that you are responsible to be alert and ready to discuss. Class will be held at my house, 1035 W. 1300 N. Orem, 84057. Papa John's Pizza will be served. Class always starts at 7pm on the days scheduled. Students are also welcome to use Zoom to attend class virtually. If you need to attend class virtually using Zoom please let me know and I will make the arrangements.

Course Topics

Course topics include but are not limited to:

COURSE TOPICS

1. Clinic handbooks re: policies and procedures
2. Treatment approaches/therapy ideas
3. Evidence based practice
4. Graduation requirements/counting ASHA hours
5. Internship Handbook
6. ASHA Code of Ethics

Professional Behavior

Students enrolled in this class have begun their professional career. It is my expectation that students will behave professionally while conducting business in the clinic.

Our clinic is a professional environment. Please think of this space as a professional work area. If this were your place of employment you would not typically bring your children or family members to the clinic for child care purposes. You would not typically use the clinic for non-work related social time. With this rationale in mind please follow these guidelines:

Clinic rooms are to be used for conducting therapy with clients. If a therapy room is not scheduled for therapy then students may schedule the room for study. Please see Sandy Alger or the student secretaries regarding scheduling procedures.

Clinic rooms are not to be used for child care, personal time (i.e. dates, spending time with friends as a hang out, or any other inappropriate activity).

Typically we do not use therapy rooms for TA sessions. Please have the professor you are working with see me regarding exceptions to this policy.

Please remember that the entire clinical faculty have access to the clinic rooms at all times via video and audio. Conversations that take place in the clinic rooms are not private so please maintain a professional and respectful tone with other students, faculty and staff when talking in the clinic rooms.

Spring Clinic Experience Writing Assignments

Those students who are enrolled in the Spring Clinic Experience (SCE) will not write a treatment plan. The SCE students will use the Progress Report from the

previous semester as a treatment plan. They will target the same goals that were targeted from the previous winter semester.

SCE students will write a Progress Report Addendum. Please see the attached outline.

Progress Note Addendum.ppt Download

Standards of personal conduct

Students enrolled in this class have begun their professional career. It is my expectation that students will behave professionally while conducting business at externship sites. Please think of your externship placement as a place of employment. If this were your place of employment you would not typically bring your children for child care purposes. You would not typically use the facility for non-work related social time.

Please conform to dress and grooming standards as per BYU policy while attending an externship site. Please note that externship sites have their own dress and grooming standards. Please conform to these standards while participating in an externship.

Please remember that you are a representative of BYU and the ComD Department. Use your cell phones responsibly. Pay attention to your on-site Clinical Educators and follow their directions with precision.

Students are expected to follow the ASHA Code of Ethics while participating in an externship. If a student is found to have violated the ASHA Code of Ethics they are subject to dismissal from the externship site and will receive a failing grade for that rotation. To ensure that students have read and understand the ASHA Code of Ethics an on-line ASHA Code of Ethics assignment is associated with this course and must be completed every semester or term a student is enrolled in ComD 688R.

CALIPSO

Clinical Assessment of Learning Inventory of Performance Streamlined Office Operations or CALIPSO

CALIPSO

Cost to students: **\$85.00** per student for 7 years of access to CALIPSO data. Fee is due when you sign up for CALIPSO. All students from Fall 2016 on are required to use the CALIPSO database.

CALIPSO_Student_Instructions-SLP-BYU.pdf [Download](#)

CALIPSO grading scale definitions:

CALIPSO grade scale.pdf [Download](#)

CALIPSO grading rubric example Jane Doe:

Cumulative evaluation- Doe, Jane - CALIPSO.pdf [Download](#)

Cell Phone and email policy

Cell phone:

I have posted my cell phone number for graduate student use only. Please do not give my cell phone number to people who are not associated with BYU or with graduate education. Example: Is it okay to give my cell phone number to an off-campus site supervisor who is supervising your externship? Yes because they are directly working with your education.

Example: Is it okay to give my cell phone number to a parent in your ward who has questions about how to sign their child up for services in the BYU clinic? No, not without my permission because there are other ways that person can get in touch with me, such as the BYU Speech and Language Clinic Web page or through the department secretary or the clinic TA.

When you text me, always identify who you are the first time you text me. I do not routinely program my student's numbers into my phone but I will program you in once you have texted me.

When is it okay to text or call me?

1. When I am supervising your case and you need a consult
2. When you have an emergency-such as a death in the family, illness, accident or harm to yourself, if you think you are in danger and you don't know what to do, if you are being harassed or are struggling to stay in the graduate program and need help, etc.
3. When you have tried the rule of 3s and still don't have an answer
4. When I have told you to call or text me-so we have set up an appointment via phone

When is it not okay to text or call me?

1. I turn my phone on silent at night so you can text me in the middle of the night but I won't get it until the morning
2. Unless it is an emergency or you need a client consult, do not text or call me on the weekends

Email:

Depending on the day I may not have a chance to check email until 5 or 6pm. Example: during fall semester I teach 3 classes Tuesdays and Thursdays, one right after each other with no more than an hour break in between each class. I do not check emails on Tuesdays and Thursdays until very late in the day. However, I do check my email. I may not respond right away, but I do check my email daily and try to respond as quickly as possible. I do not read or respond to emails that are sent after 10 pm until the following day. I often do not check email on the weekend because my weekends are very busy with my personal life, yes I do, in fact, have a personal life.

Read your emails carefully before you hit send. All emails sent to me or to clinical educators from students are considered confidential and professional in nature. Make sure you are expressing yourself in a professional manner before you hit send.

When referring to clients in an email do not use names. Use initials only.

Assignments and Expectations

Assignments and expectations

1. Students assignments can be located in the Assignment section of Learning Suite. Assignments include:
 - a. Attendance is mandatory for the site-clinic hours documentation through CALIPSO database
 - b. Attendance is mandatory for class-5 points per class period for a total of 25 points. Points per class period may be adjusted upward depending on the semester or term.
 - c. A 10-minute presentation associated with each internship-25 points
 - d. Complete an Internship Handbook quiz -25 points
 - e. Read and complete an ASHA Code of Ethics quiz-25 points

2. Assignments can be submitted through Learning Suite when appropriate
Supervisory Contact

The Internship Coordinator meets with students 5-6 times during the semester; 4 per term in a face to face classroom experience. During classroom meetings students will give 10 minute presentations. See the presentation assignment for requirements. Face to face meetings allow the Internship Coordinator to interact with students, assess how the students are progressing in their internships, answer any questions the students may have and act as an advocate for students while they are participating in an internship.

Direct supervision of ASHA hours during an internship will be the responsibility of the on-site Clinical Educator. On-site Clinical Educators will follow ASHA guidelines regarding Supervision.

“To meet ASHA's Standards for the Certificate of Clinical Competence (CCC), student clinicians must be supervised by an individual who holds the CCC in the appropriate area of practice (see Standard IV-E of speech-language pathology standards). University programs also may require the supervisor to hold the necessary state credential to practice in their setting, i.e. license and/or teacher certification.” From the ASHA website

Standards and Implementation Procedures for the Certificate of Clinical Competence address the requirements for direct and indirect supervision of students (CFCC, 2005). The standards require that student supervision be provided by a certified SLP, and that at least 25% of a student's total contact with each client be directly observed. **The amount of supervision “should be adjusted upward if the student's level of knowledge, experience, and competence warrants” (CFCC, 2005).**

Please see the following websites for more information regarding ASHA Standards for Supervision:

<http://www.asha.org/SLP/supervisionFAQs/>

<http://www.asha.org/slp/supervision/>

Clinical Educator Feedback Sheet

At the end of each semester or term please fill out a feedback form in CALIPSO for your clinical educator. I will not post grades until each student has completed this form.

Course Outline

Assignment due dates are posted in Learning Suite

Students must earn a minimum of 50 clinical hours at each internship site

See the remainder of the syllabus for a description of assignments, policies and procedures, etc.

Internship Provider Assessment

Students who engage in an externship rotation/practicum in the BYU ComD program are required to fill out a supervisor and site evaluation at the end of each semester or term they are enrolled in a practicum. Students will review the supervisor using the **Supervisor Feedback** form and the **Student Evaluation of Off-Campus Placements** forms located in the CALIPSO database.

Externship Presentation

Each of you will be required to give a 10 minute presentation to the class. I will time you and give you a 2 minute warning. I will cut you off after 10 minutes. Please clear your topic with me first so that we do not get duplicate topics. Your topic must be central to the externship you are currently participating in during the semester you are attending class.

List of requirements to fulfill:

1. Prepare a powerpoint to share with the class
2. Share the ppt at least a day before class meets
3. Give the presentation

Internship Activities

Acceptable Internship Activities include:

Public Schools/Pediatric sites:

Assessment and treatment of clients

IEP meetings (students may count the time they spend actively participating in an IEP meeting towards ASHA hours)

Staffing meetings

Hospitals/Rehab/Adult sites:

Assessment and treatment of clients

Swallow studies

Team meetings/Staffing meetings

Consulting with family and or caregivers (students may count the time they spend actively participating in consultation with family and or caregivers towards ASHA hours)

Cell Phones, Laptops, etc

Laptops and other electronic devices are to be used to take notes in class and/or to enhance your learning environment. Please do not use your electronic devices during class discussions or during announcements or when I am answering questions at the beginning of class. You might miss something important. I know it seems like we can mess with our phones and listen at the same time but really, we can't do that and be effective professionals so turn off your phones when you are in class. It can wait. Thanks!

Internship Master Agreement (IMA)

The Master Agreement (IMA) can be found at this link:

<https://intern.byu.edu/sites/intern.byu.edu/files/files/InternshipMasterAgreement.pdf>

Students are required to read and understand the IMA. This document is read as a class in class during the orientation. Quizzes will be administered throughout the semester to assess student knowledge of the IMA and to ensure that students are recalling the information.

Counting ASHA 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; orofacial 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.)

Only count time where the graduate student clinician is working with the client. Paperwork and preparation time does not count towards ASHA hours.

If more than one graduate student clinician is working with a single client then the students must split that time or share the time. For example, if two students work with one client for 50 minutes, each student can count 25 minutes of ASHA time.

If more than one graduate student clinician is working with a group of clients then as long as there is a one-to-one ratio of clients to clinicians each student clinician can count the entire time towards ASHA hours. For example, if there

are two student clinicians in the room and two clients and they work together for 50 minutes, each student can count the full 50 minutes.

If you have any questions about how to count ASHA hours please talk to Ms. Robinson or see your clinician educator.

Grading Policy

Students will be assessed at midterm and final using CALIPSO. The student and clinical educator will set one to three goals for the student to work on between the midterm and final evaluation.

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

1. Final rating for your externship site (approximately 90% of your grade)
2. Portfolios, presentations and other clinical assignments, participation in class (approximately 10% of the grade)

Students must earn a final rating of 3 or better on each of the competencies listed in CALIPSO.

A letter grade is assigned based on the following percentages: 93-100% A, 90-92% 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.

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%
---	----

ASHA Code of Ethics

Please find a copy of the ASHA Code of Ethics here:

ASHA Code of Ethics2016.pdf [Download](#)

Remediation Plan

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.

Remediation Plan Form.docx Download

Pre-Internship Orientation

Remember your pre-internship orientation occurred in Section 1 ComD 688R Winter semester of your clinical training. We covered the following topics:

Using the Internship Registration and Management System (IRAMS)

Assignments and expectations

Grading procedures

Standards of personal conduct

The nature and amount of supervisory contact between the faculty advisor/department coordinator and the student

The Internship Master Agreement (IMA) or IMOU which outlines the obligations of the student, university, and internship provider

Procedures for unanticipated termination of the internship

Procedures for unanticipated termination of the internship

Occasionally internships must terminate for unexpected reasons. Reasons an externship placement might need to be terminated include: a student is failing the externship placement and remediation needs to take place before the student can successfully complete an externship rotation, serious illness, family emergencies.

If termination needs to take place because of student failing to make the grade students will be informed by the Internship Coordinator and the Department Chair of the termination. The Internship Coordinator and the Department Chair will meet with the student to discuss the documentation of the failure and the strategies the on-site Clinical Educator used to attempt to remediate the student's clinical skills prior to termination. Please be aware that the on-site Clinical Educator is not obligated to provide remediation to the student. The Department of Communication Disorders is responsible to ensure that students are ready for the challenges of an externship before placing the student in that

rotation. If the on-site Clinical Educator is unwilling to provide support to the student for remediation purposes, the responsibility of remediation is on the Department of Communication Disorders. The Internship Coordinator will write a Remediation plan as outlined in this syllabus (See section titled Remediation Plan).

If termination is due to illness or family emergency or any other non-grade issue then the Internship Coordinator will contact the site Clinical Educator to explain the circumstances and reason for termination. A student may need to file an Incomplete with the university or may need to withdraw from the class depending on the university schedule.

Using the Internship Registration and Management System (IRAMS)

Using the Internship Registration and Management System (IRAMS)

1. Review the step-by-step instructions provided by and posted on the BYU Internship Office website: <https://intern.byu.edu/>
2. Orient students re the BYU Internship Office website
3. Review the importance of each information box, the process for registering for class, the documentation associated with each externship site, etc.

Clinic Confidentiality Policy

If you have not read and signed the Clinic Confidentiality Policy then please download and read it now, today and sign it and give the signed copy to Sandy Alger.

Clinic Confidentiality Policy (May 2011).doc Download

Clinical Assignment Attendance Policy

Clinical Rotation Attendance Policy:

Failure to attend a clinical assignment (BYU clinic/internship/screenings) without notifying the clinic director AND the site clinical educator may result in a failing grade. Student will also be subject to an immediate dismissal from the site and will not be allowed to return to that site in the future. NOTE: If a student receives a failing grade in ComD 688R ALL clinical practicum hours earned

during the semester or term become invalid and can not be submitted as ASHA hours.

Illness/Family Emergencies:

Student must notify BOTH the site clinical educator and the clinic director (Lee Robinson 801-376-3804) 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, follow the procedure as outlined below:

The student must submit a written request to the clinic director at lee_robinson@byu.edu stating the reason for the time off and dates of the absence. The request must be submitted prior to placement at a site. If the request is approved then the student must arrange the time off with the internship clinical educator during the first week of the semester or term. Failure to obtain clinic director approval before discussing time off with a site clinical educator will result in a failing grade. Written requests for time off do not guarantee approval.

Liability Insurance and Enrollment in ComD 688R

In order for a ComD graduate student to be covered under the University Liability Insurance students must be enrolled in 1 credit of 688R if they wish to work in the BYU Speech and Language Clinic or at an externship site.

Students are required to earn a minimum of 5 credit hours in ComD 688R. The required credit hours include the following:

3 credits in the BYU Speech and Language clinic (typically a spring, fall, winter or fall, winter, spring)

2 credits of externships (required: 1 pediatric and 1 adult rotation)

Students can enroll in additional ComD 688R credit for a variety of reasons, all of which will need to be approved by Ms. Robinson. Appropriate reasons to enroll in additional ComD 688R credit include: A specialty externship such as the U of U voice clinic, to earn additional experience in the BYU clinic during a spring term.

When students are enrolled in ComD 688R beyond the required 5 credits the student may receive either a letter grade or a Pass/Fail grade, depending on the requirements of the externship site and the clinical performance of the student. For the purposes of the Department of Communication Disorders a C or lower is considered a failing grade.

Assignments

Assignment Description

Code of Ethics

Due: Thursday, Jul 20 at 11:59 pm

Answer the questions from the Code of Ethics reading. This is an open Code of Ethics quiz.

Externship Final Rating

Due: Monday, Aug 07 at 11:59 pm

final rating

Class Presentation

Due: Monday, Aug 14 at 11:59 pm

Share your case presentation with the class 24 hours before your presentation.

Schedule

Date	Column 1	Column 2
T Jun 27 Tuesday		
T Jul 04 Tuesday		
T Jul 11 Tuesday	<p>Plases be aware that our fist class meeting will be held on the following day and time: Tuesday July 11, 6:30pm at Ms. Robinson's home in Orem 1035 W 1300 N Orem UT 84057</p> <p>We will schedule the remaining class meetings, review the syllabus, review grading, schedule your presentations.</p> <p>The door will be open, please walk in and make sure you shut and latch the glass door behind you. Thank you, Ms. Robinson</p>	
T Jul 18 Tuesday		
Th Jul 20 Thursday		Code of Ethics
M Jul 24 Monday		

T Jul 25	
Tuesday	
T Aug 01	
Tuesday	
M Aug 07	Externship Final Rating
Monday	
T Aug 08	
Tuesday	
M Aug 14	Class Presentation
Monday	
T Aug 15	
Tuesday	
W Aug 16	First Day of Summer Final
Wednesday	Exams (08/16/2017 - 08/17/2017)
Th Aug 17	
Thursday	

University Policies

ASHA Code of Ethics

ASHA Code of Ethics 2010.pdf [Download](#)

Remediation Plan

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If you have any questions about how to count ASHA hours please talk to Ms. Robinson or see your clinician educator.

[Green Sheets.doc](#) Download

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.

Sexual Misconduct

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

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

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

Mental Health Concerns

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

Student Disability

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

Academic Honesty

The first injunction of the Honor Code is the call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character.

"President David O. McKay taught that character is the highest aim of education" (The Aims of a BYU Education, p.6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid

academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

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



Economics

ECON 199R

Economics 199R Syllabus

Internship Coordinator: Jessica Ransom McDowell **Email:** alumni-economics@byu.edu

Phone: 801-422-9323 **Office:** 145 FOB

Course Outcomes:

- Student acquires professional experience in the economics discipline.
- Student demonstrates professional communication skills.
- Student increases marketability to employers post-graduation.

Course Information:

Economics 199R is a .5 credit class. It is intended to be used when the internship provider or the internship funding requires a student to receive credit for the internship. The class is graded on a pass/fail system. Failure to complete all of the assignments will result in an E grade.

Assignments:

- **Internship Orientation:** Meet with the internship coordinator before beginning your internship to discuss IRAMS, assignments, grading, personal conduct standards, etc. Sign this form.
- **Goals Assignment:** Once you have registered for the Econ 199R class, email the internship coordinator. In your email, confirm that you have registered for the course and include three goals you have for the internship. This assignment is due **by the add/drop deadline**.
- **Student Evaluation:** The evaluation survey will be emailed to you a few weeks before the end of the semester. The survey questions are attached below. You must complete the survey **by the last day of classes**.
- **Final Report:** Write a final report, at least one page in length, describing your internship experience (your duties and responsibilities, what you learned, how your internship goals were met, how this internship will help you in the future). Email or turn a hard copy in to the internship coordinator **by the last day of classes**.

I understand the assignments and acknowledge that failure to complete these assignments by the due date will result in an E grade for the internship.

Signature: _____ Date: _____

Printed Name: _____

Semester/Term _____

Econ 199R: Student Evaluation

Q1 Name:



Q2 Name of Internship Provider:



Q3 In which term did you complete this internship?



- Fall
- Winter
- Spring
- Summer
- Spring/Summer

Q4 Location of Internship Provider (City, State):



Q5 Please give a brief (2-3 sentence) overview of your internship:



Q6

Evaluate yourself on a scale of 1 to 5, with 1 meaning "strongly disagree" and 5 meaning "strongly agree."



	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
	1	2	3	4	5
I dressed appropriately.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was punctual and present (excepting emergency/illness).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I had a good attitude.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was a dependable employee.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I performed assigned tasks in a timely manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I took initiative to complete tasks.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I demonstrated knowledge of economic principles.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I communicated effectively with supervisors and co-workers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q7



Evaluate the internship provider and internship as a whole on a scale of 1 to 5 with 1 meaning "strongly disagree" and 5 meaning "strongly agree."

	Strongly disagree	Disagree	Neither disagree nor agree	Agree	Strongly agree
	1	2	3	4	5
The internship provider gave me sufficient supervision.					
The internship provider explained expectations.					
The internship provider gave clear, adequate direction when needed.					
The internship provider gave helpful feedback.					
I felt the internship environment was safe and comfortable.					
The internship enhanced my overall economics experience.					
I would recommend this internship to others.					

Q8 What did you like about the internship?



Q9 What would you change about the internship?



Q10 Was the internship paid?

Q10



- Yes
- No

Q11 Please share any other comments you have that may help the Economics Department in placing students with the internship provider in the future.





English

ENGL 399R: Secondary English Teaching

ENGL 399R: Secondary English Teaching Internship Section 5, Fall 2017

Contact Information

Instructor:	Dr. Dawan Coombs	Office phone:	801-422-1398
Office:	4097 JFSB	Cell phone:	503-779-7388
Email:	dawan_coombs@byu.edu	Office hours:	T/Th 1:00-2:00 PM

“An ounce of experience is better than a ton of theory...”

– John Dewey (*Democracy and Education*, 1916, p. 151)

ENGL 399R Course Description & Purpose

English 399R will offer a place for you to make sense of the pedagogical knowledge you have gained in your methods courses through teaching and work experiences in a placement school. Course readings, assignments, and discussions are aimed at supporting, analyzing, and engaging these experiences. This course is designed for English teaching majors who have successfully completed ENGL 276R and who are preparing for student teaching. If you are not an English teaching major, you cannot enroll in this section.

Learning Outcomes

Students will be able to:

- Analyze contextual factors in a school setting and discern instructional implications that arise from these factors.
- Plan for and demonstrate effective methods for teaching writing, literature, and language using clear objectives, appropriate activities and effective assessments that promote and measure learning for a variety of learners in English/language arts classrooms.
- Make adjustments in teaching, objectives, and assessments based on students' needs and classroom context.
- Reflect on and critique planning and teaching approaches and experiences.
- Track their progress as they develop the skills and expertise required by their internship.
- Recognize the portability of the skills they have developed as English majors and the value of these skills in the marketplace.
- Consider the positives and negatives of a career in English teaching.

Professionalism

Attendance, punctuality, preparedness, participation, and collegiality all contribute to professionalism. For this reason, I offer the following advice:

Attendance & Punctuality: Absenteeism is a problem in any professional position, including teaching. Late arrivals and early departures will be noted and two will count as one absence. Absences will affect your grade and because this is a pass/fail course, after the second absence you will fail. Please plan to attend every class on time and remain in class until the end of each session. If an absence is completely, entirely, absolutely, totally, and utterly unavoidable, please email me to let me know that you will be missing class and the reason for your absence. During the school practicum experience, you are required to call first your cooperating teacher and second, me, as soon as you know you will be absent or late.

Preparedness: Carefully and critically read all assigned readings prior to class and complete all assignments on time. Make note of your thoughts and reactions as you complete the readings. Successful class sessions depend on thoughtful and careful reading, attentive listening and participation in discussions and activities.

Participation & Collegiality: Your engagement in class, your willingness to do the assigned

work, in addition to your ability to wrestle with the theories and ideas in a collegial environment, all play a part in your ultimate evaluation. Please plan to:

- Contribute regularly to class discussions without dominating those discussions.
- Regularly ask questions and make thoughtful comments as well as show evidence that you respectfully listen to and consider the ideas of your classmates.
- Do your part to advance a sense of classroom community by participating in activities, and providing appropriate, constructive feedback in class and small group discussion.
- Completely refrain from side-talking, working on other assignments during class, dozing off, or directing your attention elsewhere.
- Keep all cell phones out of sight and out of mind. Laptops can contribute to our learning or distract you from participating and engaging. I will ask you to put these away if I feel they are interfering with your ability or the ability of others to participate fully in class.

Requirements

Pre-Internship Orientation: Before beginning your internship, you must attend a pre-internship orientation. During this session, we will discuss the following topics:

- Using the internship registration and management system (IRAMS)
- Assignments and expectations
- Grading procedures
- Standards of personal conduct
- The nature and amount of supervisory contact between me, the department coordinator and you
- The Internship Master Agreement (IMA), which outlines your obligations, as well as those of the university and the internship provider
- Procedures for unanticipated termination of your internship

Teaching Experiences: During the semester, you must teach at least five times in your placement classroom. For each teaching experience, you must have a detailed and appropriate lesson plan that follows the program lesson template available on Learning Suite. I am happy to offer feedback on your lesson plans, particularly as you prepare to teach your first few lessons in the school. Two of the lessons must be between 30 and 50 minutes long and must be recorded. These recorded sessions must be separate lessons taught on separate days. As with the other reflections, your critiques must be thorough, honest, and specific. After you have taught, the lesson plan with the reflection should be submitted on Learning Suite within 12 hours of your teaching experience.

Teacher Work Sample: The teacher work sample (TWS) is an opportunity for you to practice preparing the document you will be required to produce during student teaching and to renew your certification. The requirements will be addressed through separate handouts and in discussion during your practicum class. The final version must be submitted on Learning Suite on the final day of the semester.

Midterm & Final Evaluations: At midterm and at the end of your internship, your cooperating teacher and I will complete a formative evaluation of your progress using the UPTOP rubric, which is based on the Utah Effective Teaching Standards. We will be honest and realistic on this form as both the midterm and final should guide your improvement throughout the semester and after the completion of your internship.

Attendance Record: You must complete 45 hours of work in your placement school for each registered credit hour. You will be required to submit a completed record of your attendance in

your assigned school, signed by your cooperating teacher. Your attendance record will be due the final day of the semester and submitted to Dr. Coombs.

Exit Interview: During the exit interview, we will discuss your performance in your internship and your final evaluations from your cooperating teacher. We will discuss your future plans for your student teaching experience and your evaluation of your internship experience. You will also share your evaluation and assessment of the quality of your internship provider (the school district that facilitated your experience and your cooperating teacher). This will be scheduled and held during the last week of the semester.

Description of the Experience: At the end of your internship you will write a 200-word description of your experience. Be sure to evaluate the usefulness of your methods courses in your planning, teaching and assessment experiences as well as your own performance during the internship. You will also share your evaluation and assessment of the quality of your internship provider (the school district that facilitated your experience and your cooperating teacher). Please submit this document on Learning Suite by the final day of the semester.

Pre-internship Orientation	5 points
Teaching Experiences	30 points
TWS	10 points
Midterm & Final Evaluations	20 points
Attendance Record	10 points
Exit Interview	10 points
<u>Description of the Experience</u>	<u>15 points</u>
Total	100 points

Grading

Since credit for majors or minors is based on a grade of C or better, I do not go below that on this chart. It is, however, possible to earn a grade lower than that in the course. Late work will be graded according to the rubric, but the final score will be dropped by 15%. After one week, late work will not be accepted. Failure will necessitate rescheduling your student teaching experience.

94% - 100%	A	88% - 89.9%	B+	78% - 79.9%	C+
90% - 93.9%	A-	84% - 87.9%	B	74% - 76.9%	C
		80% - 83.9%	B-		

BYU Official Information

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.

Preventing Sexual Discrimination or 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. 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.

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 (422-2767). 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. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

Academic Honesty Policy: The first injunction of the BYU 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.

Educator Preparation Program Outcomes: This course is part of your preparation for licensure in a major or minor that is part of the BYU Educator Preparation Program (EPP). This course will help you fulfill the EPP Outcomes required for accreditation. Advisors in Education Student Services (350 MCKB/801-422-3426) can answer questions you have about the licensure requirements (<http://education.byu.edu/ess/licensing.html>) for your teaching major or minor.



History

HIST 199R

HIST 496R: Family History

BYU | Department of History

HIST 199R ACADEMIC INTERNSHIP

COURSE SYLLABUS – FALL 2017

FACULTY ADVISOR

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INTERNSHIP COORDINATOR

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COURSE INFORMATION AND PURPOSE

History 199R is a variable credit (.5-6.0 credit hours) pass/fail course that can count towards the History electives coursework requirement. The academic internship is an educational experience that allows students to learn from professionals outside the classroom. The Internship Supervisor directs the work experience on the job; they outline tasks, train the intern, and assess student performance. The Faculty Advisor will assess the language, research, writing, and analytical skills and abilities the student has developed and used during their internship experience based upon the students' assignments and self-assessments.

LEARNING OUTCOMES

The academic assignments are designed to acquire and enrich the following outcomes:

1. Students will demonstrate proficiency in research, writing, and technical ability.
2. Students will demonstrate an understanding of appropriate professional conduct through a high level of commitment to dependability, ethical behavior, positive attitude, and affirmative interactions with colleagues and supervisors.
3. Students will demonstrate a greater understanding of the role and relevance of their history studies in the community and future career opportunities and be able to reflect on their internship experience within the broader academic framework.

Additional specific learning outcomes will be determined by the Internship Supervisor within the first 2 weeks of a student's internship start date when completing the Statement of Expectations (see "Assignments"). This document will help the student focus on specific skills they are expected to learn and leave the internship with. At the end of the semester the Internship Provider will evaluate whether these skills and goals were acquired/achieved.

COURSE EXPECTATIONS

DEPARTMENT EXPECTATIONS

1. The Internship Coordinator will be available to communicate and meet with students throughout the internship process and will respond to student questions and concerns in a timely manner.
2. The Internship Coordinator will provide a pre-internship orientation for each internship student.

3. Each student will receive the course syllabus and appropriate course assignment documents at the beginning of the term.
4. The Internship Coordinator/Faculty will routinely assess internship providers to ensure quality internship experiences for students. Internship provider assessments will be conducted through a variety of methods, including, student feedback in formal channels such as assessments and course evaluations, student feedback in communications with the internship coordinator or faculty advisor, site visits to internship providers, and feedback from other departments and university stakeholders.

STUDENT EXPECTATIONS

An internship is to be treated as professional work experience and the student is responsible to their Internship Supervisor just as any employee is to an employer. The student intern is expected to follow the BYU Honor Code and be professional in dress and behavior. The student is also responsible for completing all assignments and sending them in on time. Do not pursue or accept an internship unless you are serious about the opportunity and can complete all the requirements expected of you. To successfully complete and receive course credit for an internship, the student must complete the following steps:

Find an Internship: Students may enlist the help and resources of the History Internship Coordinator as they search for an internship opportunity. However, students are ultimately responsible for locating and securing their own internship experience. The internship experience must:

1. Provide work, projects, and responsibilities that have material relevancy to the field of history
2. Provide direct, on-site supervision and mentoring by a professional (who is not an immediate family member of the student intern)
3. Provide the minimum number of internship work hours needed for academic credit
4. Require internship hours to be completed on site (NOT remotely)
5. Be done through an organization that is NOT owned/managed by an immediate family member
6. Be done through an university-approved experience provider

Register for the Internship Course: Students must register for the internship course prior to starting an internship experience. Internship work hours will not count prior to being officially registered for the course and internship course credit cannot be given retroactively. To register for the course, students will:

1. Secure an internship experience that meets university and departmental guidelines
2. Meet with the History Internship Coordinator and complete the pre-internship orientation
3. Verify that the University has an internship master agreement on file with their internship provider and complete any requirements from the internship provider organization
4. Complete an internship application through IRAMS

Earning Academic Credit: After securing an internship and registering, students are ready to start the internship course. If student performance does not meet the established standards, the internship provider is not obligated to continue the internship. The internship coordinator reserves the right to contact the experience provider or the student to check on progress, solve problems, provide input, explain expectations, or make changes as necessary. Students are expected to complete the hours and assignments required by the internship course in addition to the projects and assignments outlined by their internship organization and supervisor.

Students may register from 0.5 up to 6.0 hours of academic internship credit. Both BYU and the History Department require that a student complete at least 42 hours for every hour of academic credit they are seeking. It is the student's responsibility to keep track of their hours. Travel time to

and from your internship location will NOT count toward hours, unless approved by your internship supervisor. The relation between academic credits and hours is represented in the following table:

CREDIT HOURS	TOTAL HOURS	HOURS/WEEK (SEMESTER)	HOURS/WEEK (TERM)
0.5	21	2	3-4
1.0	42	3-5	6
2.0	84	5-7	12
3.0	126	7-10	18
4.0	168	11-14	24
5.0	210	15-17	30
6.0	252	18-20+	36

Communication: Students are expected to respond to all communications from the internship coordinator, internship course faculty, and internship supervisor in a professional and timely manner. Students will communicate any changes in the internship situation and report any concerns about the internship to the internship coordinator.

COURSE ASSIGNMENTS AND GRADING

ASSIGNMENTS

Students will receive course assignment documents through email on the first day of classes. **All assignments are due by midnight on the date listed and are to be submitted to the Internship Coordinator.** E-mail is preferred but hard copies will also be accepted. Due to the nature of each student's individual internship, some students may reach their deadlines at different times than what is listed. Please refer to the "General Timeframe" deadlines below and work with the Internship Coordinator to set appropriate individual deadlines for each assignment if necessary.

ASSIGNMENT	GENERAL TIMEFRAME	DUE DATE
Statement of Expectations	Within 2 weeks of start date	Tuesday September 19 th
Mid-term Self-Assessment and Supervisor Evaluation	Halfway through internship	Tuesday October 24 th
Internship Project Report	Three-quarters through internship	Monday November 27 th
Final Self-Assessment and Supervisor Evaluation	At the end of the internship	Thursday December 14 th
Internship Experience Report	At the end of the internship	Thursday December 14 th

Student Self-Assessments: Twice during the semester or term, you must complete a self-assessment of your performance on the job. This will give you an opportunity to reflect on your work and how it relates to your education. This is also an opportunity to evaluate your internship provider and/or supervisor and to address any concerns you may have about your internship experience, especially if your expectations and learning outcomes are not being met. If necessary, the History Internship Coordinator and/or the Faculty Advisor may contact you or your supervisor to address any concerns.

Supervisor Evaluations: Your supervisor will also be asked to complete a mid-term and final evaluation of your work and to provide confirmation of the satisfactory completion of hours. It is the intern's responsibility to ensure that your supervisor receives and returns this form to the Internship Coordinator. Your final grade is largely based on your supervisor's evaluation; no final evaluation may result in a failing grade.

Student Reports: Each of the two student report assignments has a distinct objective. The internship project report is a discussion and examination of the work and activities the student has participated in during the internship. The internship experience report is a reflection on the internship experience and how it relates to the discipline and broader issues within the field of History.

INTERNSHIP PROJECT REPORT: The purpose of this report is to document your internship experience and the work that you have produced or participated during your internship. There is no required page minimum, but your report should be a thorough and complete review of your internship project. In cases where the intern must keep the details of their particular internship projects confidential, please try to provide a broad overview. Contact the History Internship Coordinator if you have any additional questions about this assignment. Samples of previous internship project reports are also available in the Internship Coordinator's office. Some suggestions of how to structure your report or what you can include in the report are listed below:

- Photographs: Include photographs of you at work (e.g. analyzing a primary source document, cataloging manuscripts/artifacts, or working in the archives). You may also include photographs of some of the source materials you have used or the progression of the project you have worked on. (Please ask your supervisor for permission to take any photographs.)
- Documents: Include a sample of a catalog that you have worked on, a database you have created, a page of a manuscript that you have edited, or online materials you developed.
- "A day in the life": Describe what a typical day on your internship entails. What are your daily responsibilities, who do interact with, how do you accomplish your internship duties?
- Internship Journal: A daily or weekly log of internship activities and progress on your project.
- New skills and abilities: Have you learned any new research techniques? Tricks of the trade? What databases, catalogs, and/or operating systems have you used to assist in your work?
- Resume: How would you describe this internship on your resume (in 2-4 bullet points)?

FINAL REPORT: (3-5 pages, double-spaced, *please include your total number of hours worked at the top of your report*) The purpose of this report is to offer a thoughtful assessment of your entire internship experience. Remember that this internship was done for HISTORY credit, so you should emphasize learning that pertains directly to history and clearly state why this experience deserves academic credit. Your report should address some or all of these questions:

- How has your internship drawn on your history training (from previous coursework and/or internships) and how has your internship refined or added to that knowledge? (Hint: This is the most important question so be sure to address it.)
- What are some of the controversies or conflicts surrounding public history projects in general and your particular internship project? How did the professionals at your internship organization address or resolve some of those problems?
- What are some of the new skills and abilities you have acquired in the course of your work? How will you continue to master or maintain the skills you acquired during this internship experience and how will you develop related skills in the future?
- What was the educational value of the internship experience? How has it enriched the overall education you are getting at BYU and the more specialized education you are obtaining through the History Department? Would you recommend a similar internship experience to other history students and why?
- How has your internship expanded your understanding of careers in history? Did it inspire you or deter you from wanting to pursue a career in history (or perhaps just that particular history profession)?
- Why is the experience deserving of academic credit?

GRADING

History 199R is available only on a PASS/FAIL basis. Grades will be awarded based on the student's two written reports, two self-assessments, the internship supervisor's two evaluations, and the FULL completion of the required hours.

UNIVERSITY POLICY STATEMENTS

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 & Responding to Sexual Harassment: As required by Title IX of the Education Amendments of 1972, Brigham Young University prohibits sex discrimination against any participant in its education programs or activities. The university also prohibits sexual harassment-including sexual violence-committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by the university. University policy requires any university employee in a teaching, managerial, or supervisory role to report all incidents of Sexual Misconduct that come to their attention in any way, including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Incidents of Sexual Misconduct should be reported to the Title IX Coordinator at t9coordinator@byu.edu or (801) 422-8692. Reports may also be submitted through EthicsPoint at <https://titleix.byu.edu/report-concern> or 1-888-238-1062 (24-hours a day). BYU offers confidential resources for those affected by Sexual Misconduct, including the university's Victim Advocate, as well as a number of non-confidential resources and services that may be helpful. Additional information about Title IX, the university's Sexual Misconduct Policy, reporting requirements, and resources can be found at <http://titleix.byu.edu> or by contacting the university's Title IX Coordinator.

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 (422-2767). 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. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

Academic Honesty: The first injunction of the Honor Code is the call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. "President David O. McKay taught that character is the highest aim of education" (The Aims of a BYU Education, p.6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

Mental Health: Mental health concerns and stressful life events can affect students' academic performance and quality of life. BYU Counseling and Psychological Services (CAPS, 1500 WSC, 801-422-3035, caps.byu.edu) provides individual, couples, and group counseling, as well as stress

management services. These services are confidential and are provided by the university at no cost for full-time students. For general information please visit <https://caps.byu.edu>; for more immediate concerns please visit <http://help.byu.edu>.

BYU | Department of History

FAMILY HISTORY 496R ACADEMIC INTERNSHIP

COURSE SYLLABUS – FALL 2017

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INTERNSHIP COORDINATOR

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COURSE DESCRIPTION AND OBJECTIVES

History 496R, Academic Internship: Family History is a capstone educational experience which provides exposure to the real working world of the family historian/genealogist. This course is a required, integral part of the BYU family history experience. The key element of the internship should be rigorous practical experience in the world of genealogical activity. Ideally, the internship will contain both research and service (indexing, cataloging, etc.) components. The intern should plan to spend a minimum of 126 hours of internship work plus report writing time for a three credit hour internship.

Recognizing that genealogical professionals contribute to the progress of the field as a whole, interns are asked to spend about fifteen to twenty percent of the internship time on a special project having lasting value. Past projects have included indexes to key collections or reference books, guides to genealogical use of a special collection, genealogical research guides to a county or province, and access materials to county histories. The specific placement and special project will be determined on a case-by-case basis by the intern and their internship provider in consultation with the internship course faculty advisor.

LEARNING OUTCOMES

- Students will put into practice the skills in genealogical and historical research that they have learned through their coursework
- Utilize a significant range of skills and abilities in critical thinking, both in historical analysis and genealogical evidentiary analysis
- Possess a command of the key historical and genealogical terms, as well as theoretical background in the discipline
- Identify and solve historical and genealogical problems through primary and secondary source research, using library archival and technological resources
- Produce historical analysis, genealogical research reports, narrative family histories and compiled lineages that are clear, precise and well-written and incorporate the historical background of the time and place
- Demonstrate content knowledge of historical sources for the United States, generally and for a selected geographical region in the U.S. or elsewhere in the world
- Apply research skills learned to the search for their own ancestors and assist others in their searches, integrating in the process

COURSE EXPECTATIONS

DEPARTMENT EXPECTATIONS

1. The internship faculty advisor and/or the internship coordinator will meet and counsel with students to determine an appropriate internship placement and projects to be completed.
2. The Internship Coordinator will be available to communicate and meet with students throughout the internship process and will respond to student questions and concerns in a timely manner.
3. The Internship Coordinator will provide a pre-internship orientation for each internship student.
4. Each student will receive the course syllabus and appropriate course assignment documents at the beginning of the term.
5. The Internship Coordinator/Faculty will routinely assess internship providers to ensure quality internship experiences for students. Internship provider assessments will be conducted through a variety of methods, including, student feedback in formal channels such as assessments and course evaluations, student feedback in communications with the internship coordinator or faculty advisor, site visits to internship providers, and feedback from other departments and university stakeholders.

STUDENT EXPECTATIONS

The Family History internship is to be treated as professional work experience and the student is responsible to their Internship Supervisor just as any employee is to an employer. The student intern is expected to follow the BYU Honor Code and be professional in dress and behavior. The student is also responsible for completing all assignments and sending them in on time. Do not pursue or accept an internship unless you are serious about the opportunity and can complete all the requirements expected of you. To successfully complete and receive course credit for an internship, the student must meet complete the following steps:

Find an Internship: Students may enlist the help and resources of the History Internship Coordinator as they search for an internship opportunity. However, students are ultimately responsible for locating and securing their own internship experience. The internship experience must:

1. Provide work, projects, and responsibilities that have material relevancy in the field of genealogy
2. Provide direct, on-site supervision and mentoring by a professional (who is not an immediate family member of the student intern)
3. Provide a minimum of 126 internship work hours needed for 3 credit hours of academic credit
4. Require internship hours to be completed on site (NOT remotely)
5. Be done through an organization that is NOT owned/managed by an immediate family member
6. Be done through an university-approved experience provider

Register for the Internship Course: Students must register for the internship course prior to starting an internship experience. Internship work hours will not count prior to being officially registered for the course and internship course credit cannot be given retroactively. To register for the course, students will:

1. Secure an internship experience that meets university and departmental guidelines
2. Meet with the History Internship Coordinator and complete the pre-internship orientation
3. Verify that the University has an internship master agreement on file with their internship provider and complete any requirements from the internship provider organization
4. Complete an internship application through IRAMS

Earning Academic Credit: After securing an internship and registering, students are ready to start the internship course. If student performance does not meet the established standards, the internship provider is not obligated to continue the internship. The internship coordinator reserves

the right to contact the experience provider or the student to check on progress, solve problems, provide input, explain expectations, or make changes as necessary. Students are expected to complete the hours and assignments required by the internship course (see “Course Assignments”) in addition to the projects and assignments outlined by their internship organization and supervisor.

Students may register for up to 6.0 hours of academic internship credit. Both BYU and the History Department require that a student complete at least 42 hours for every hour of academic credit they are seeking. It is the student’s responsibility to keep track of their hours. Travel time to and from your internship location will NOT count toward hours, unless approved by your internship supervisor. The relation between academic credits and hours is represented in the following table:

CREDIT HOURS	TOTAL HOURS	HOURS/WEEK (SEMESTER)	HOURS/WEEK (TERM)
0.5	21	2	3-4
1.0	42	3-5	6
2.0	84	5-7	12
3.0	126	7-10	18
4.0	168	11-14	24
5.0	210	15-17	30
6.0	252	18-20+	36

Communication: Students are expected to respond to all communications from the internship coordinator, internship course faculty, and internship supervisor in a professional and timely manner. Students will communicate any changes in the internship situation and report any concerns about the internship to the internship coordinator.

COURSE ASSIGNMENTS AND GRADING

ASSIGNMENTS

Students will receive course assignment documents through email on the first day of classes. **All assignments are due by midnight on the date listed and are to be submitted to the Internship Coordinator.** E-mail is preferred but hard copies will also be accepted. Due to the nature of each student’s individual internship, some students may reach their deadlines at different times than what is listed. Please refer to the “General Timeframe” deadlines below and work with the Internship Coordinator to set appropriate individual deadlines for each assignment if necessary.

ASSIGNMENT	GENERAL TIMEFRAME	DUE DATE
Statement of Expectations	Within 2 weeks of start date	Tuesday September 19 th
Midterm Update	Halfway through internship	Tuesday October 24 th
Internship Project Report	Three-quarters through internship	Monday November 27 th
Final Supervisor Evaluation	At the end of the internship	Thursday December 14 th
Internship Experience Report	At the end of the internship	Thursday December 14 th

Statement of Expectations - This document facilitates a conversation between you and your internship supervisor about orientation, training, intern responsibilities and project expectations, and

intern work schedule. Be specific so expectations between you and your internship supervisor are clear. This document should be discussed and signed by both you and the internship supervisor.

Midterm Update - a brief email update on how your experience is going and how many hours you have completed.

Supervisor Final Evaluation – Your internship supervisor will complete and submit a final evaluation of your work and provide confirmation of the satisfactory completion of hours. It is the intern's responsibility to ensure that your supervisor receives and returns this form to the Internship Coordinator.

Student Reports: Each of the two student report assignments has a distinct objective. The internship project report is a discussion and examination of the work and activities you have participated in during the internship. The internship experience report is a reflection on the internship experience and how it relates to the discipline and broader issues within the field of Family History.

INTERNSHIP PROJECT REPORT: If you have produced written materials for your internship provider, simply attach them. If you completed a special project, write a report (about 1000 words) about that project. In cases where the intern must keep the details of their particular internship projects confidential, please try to provide a broad overview. Contact the History Internship Coordinator if you have any additional questions about this assignment. Samples of previous internship project reports are also available in the Internship Coordinator's office. Some suggestions of how to structure your report or what you can include in the report are listed below:

- **Photographs:** Include photographs of you at work (e.g. analyzing a primary source document, cataloging manuscripts/artifacts, or working in the archives). You may also include photographs of some of the source materials you have used or the progression of the project you have worked on. (Please ask your supervisor for permission to take any photographs.)
- **Documents:** Include a sample of a catalog that you have worked on, a database you have created, a page of a manuscript that you have edited, or online materials you developed.
- **"A day in the life":** Describe what a typical day on your internship entails. What are your daily responsibilities, who do interact with, how do you accomplish your internship duties?
- **Internship Journal:** A daily or weekly log of internship activities and progress on your project.
- **New skills and abilities:** Have you learned any new research techniques? Tricks of the trade? What databases, catalogs, and/or operating systems have you used to assist in your work?
- **Resume:** How would you describe this internship on your resume (in 2-4 bullet points)?

FINAL REPORT: (1000-1500 words, *please include your total number of hours worked at the top of your report*) The purpose of this report is to offer a thoughtful assessment of your entire internship experience. Remember that this internship was done for Family History credit, so you should emphasize learning that pertains directly to your field of study. You may consider addressing the following questions:

- How has your internship drawn on your family history training (from previous coursework and/or internships) and how has your internship refined or added to that knowledge?
- What are some of the controversies or conflicts surrounding genealogy and history projects in general and your particular internship project? How did the professionals at your internship organization address or resolve some of those problems?
- What are some of the new skills and abilities you have acquired in the course of your work? How will you continue to master or maintain the skills you acquired during this internship experience and how will you develop related skills in the future?

- What was the educational value of the internship experience? How has it enriched the overall education you are getting at BYU and the more specialized education you are obtaining through the History Department? Would you recommend a similar internship experience to other family history students and why?
- How has your internship expanded your understanding of careers in family history? Did it inspire you or deter you from wanting to pursue a career in this field (or perhaps just that particular line of work)?
- Why is the experience deserving of academic credit?

GRADING

The faculty grading supervisor will review the reports prepared by the intern and the evaluation of the on-site mentor(s) and, possibly taking into account the experiences of other interns in similar situations and discussing the intern's work with the faculty consultant for the geographic area, assign a letter grade for the internship class.

UNIVERSITY POLICY STATEMENTS

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 & Responding to Sexual Harassment: As required by Title IX of the Education Amendments of 1972, Brigham Young University prohibits sex discrimination against any participant in its education programs or activities. The university also prohibits sexual harassment-including sexual violence-committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by the university. University policy requires any university employee in a teaching, managerial, or supervisory role to report all incidents of Sexual Misconduct that come to their attention in any way, including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Incidents of Sexual Misconduct should be reported to the Title IX Coordinator at t9coordinator@byu.edu or (801) 422-8692. Reports may also be submitted through EthicsPoint at <https://titleix.byu.edu/report-concern> or 1-888-238-1062 (24-hours a day). BYU offers confidential resources for those affected by Sexual Misconduct, including the university's Victim Advocate, as well as a number of non-confidential resources and services that may be helpful. Additional information about Title IX, the university's Sexual Misconduct Policy, reporting requirements, and resources can be found at <http://titleix.byu.edu> or by contacting the university's Title IX Coordinator.

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 (422-2767). 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. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

Academic Honesty: The first injunction of the Honor Code is the call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. "President David O. McKay taught that character is the

highest aim of education" (The Aims of a BYU Education, p.6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

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



Health Science

HS 496R

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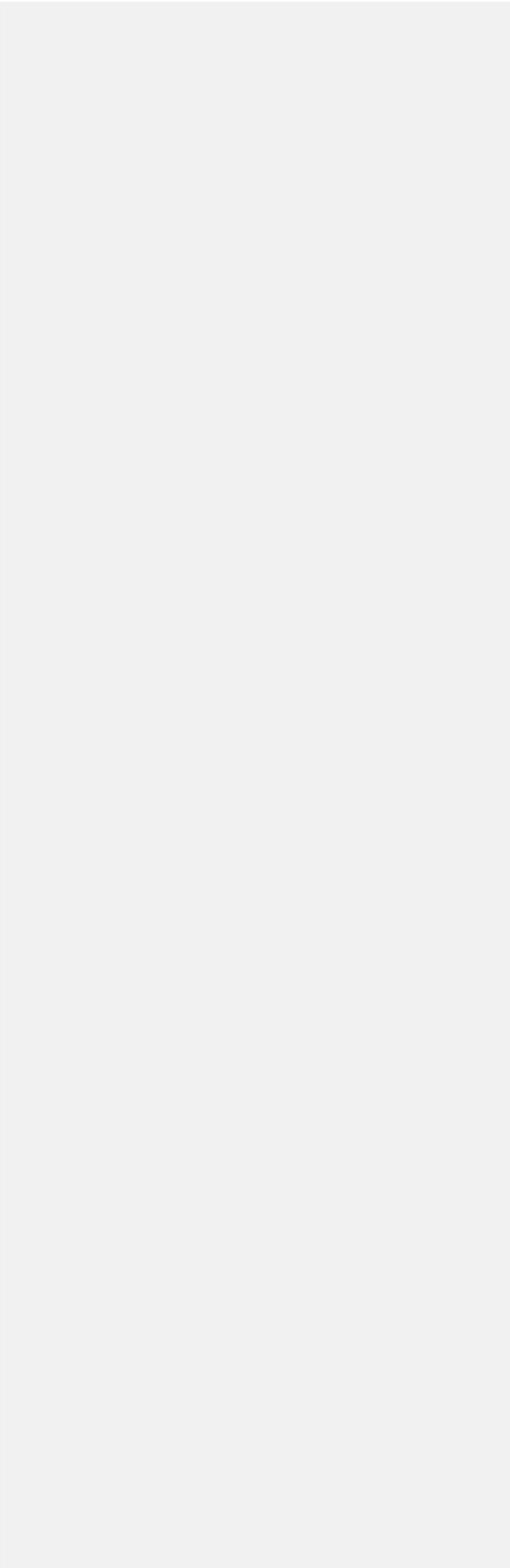
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DEPARTMENT OF HEALTH SCIENCE
BRIGHAM YOUNG UNIVERSITY
PROVO, UTAH, USA

Dear Public Health Student,

It is with great pleasure that I welcome you to your public health internship. The purpose of the internship is to “apply professional competencies in public health”. During the internship, students will “obtain experience, as proctored by an approved internship supervisor, to apply professional competencies in public health as assessed through an internship report and internship supervisor rating” (see Department Learning Outcomes). The internship allows students the opportunity to apply theories from the classroom into real world public health settings. This is your culminating experience, your capstone, your time to SHINE!

Many students are anxious about the internship process. They most often report not knowing where to start or even where to look for internships. Some students procrastinate finding an internship until a few weeks before the semester begins, thus delaying the approval and registration process. Tip of the day: Start early! It’s never too early to start thinking about where you want to do your internship. It may be too early to apply, but it is always better to plan it out, set deadlines, and prepare yourself for the internship so you can look forward to your future: graduation, employment, and/or graduate school.

This guide, the Department of Health Science Policy and Procedure Internship Manual will give you step-by-step instructions throughout the entire internship process. This is your ‘textbook’; you should print it out and take it to the internship with you. When questions arise, check the manual first. If you want to ensure a top grade in the internship, follow the steps in this manual and be your best professional self.

Please consider this internship your first job in public health, work hard, be impressive, and always go the extra mile. I am excited to be a part of the success you will experience when you fully engage and commit to your internship. Best to you!

Sincerely,



Stephanie Lutz, MS, CHES
Department of Health Science
Instructor, Academic Advisor
Internship and Career Placement Coordinator
2060 B Life Science Building
Provo, UT 84602
(801) 422-1943 office, (801) 830-1605 cell
stephanie_lutz@byu.edu

Section 1:

Background & Introduction

Welcome		1.1
Criteria		1.2
Credits/Hours		1.3

Section 1.1

Welcome

Department Internship Vision

Over the course of the public health program, students receive knowledge through in-class instruction by department faculty. In addition to this classroom-based instruction, students may have the opportunity to gain hands-on experiences through an internship, which together, can give them the skills and competencies they will need to work in public health.

By participating in an internship, students learn to apply academic learning to real world situations, perform tasks and work related to his/her career interests, receive supervision and training in a mentoring relationship, and explore the possibility of permanent employment in public health or continue their education in graduate school. For many students, the internship experience will be their first exposure to working with public health agencies, with the goal to bridge the gap between what is learned in the classroom (theory) and public health practice (application).

The Department of Health Science is committed to helping students have the best internship experience possible. This experience is intended to be a partnership between the student, the public health agency supervisor, the department internship coordinator (Stephanie Lutz), and the faculty and staff in the Department of Health Science, in addition to University Internship Office support. The expectation is that students perform in the internship at the highest professional level, take the internship seriously, employ their best communication skills, commit significant time and energy to the internship and the public health profession, respect and be mentored by their supervisor, sacrifice, work hard, stay focused, and be the best representative of themselves, the Department, and the University so relationships can be maintained and future interns will be welcomed.

Department Internship Purpose

The purpose of the internship is to “apply professional competencies in public health” (<https://learningoutcomes.byu.edu/Instructors/course-instructors/09674/001/HLTH+496R/662544/1311>). During the internship, students will “obtain experience, as proctored by an approved internship supervisor, to apply professional competencies in public health as assessed through an internship report and internship supervisor rating” (see above link).

The internship is considered a culminating experience *required* for all Health Promotion and Health Science students, and is *recommended* for Epidemiology and Environmental/Occupational Health students. This culminating experience should align the curriculum with the Department’s Learning Outcomes (see <https://learningoutcomes.byu.edu/Programs/unit-programs/1311>).

Our program is not an internship placement program. The student is responsible for securing his or her own internship. The Department Internship Coordinator is available to provide resources and guidance during the internship process.

Instead, students have the opportunity to brainstorm internship options based on professional and academic goals, refine their resume, apply and interview for several opportunities, and ultimately accept an internship based on preference. Once committed to an specific internship, students should fulfill all agreed upon expectations as a matter for integrity and honesty. In addition to the experience, students will pay tuition and receive credit for their culminating experience. Prior to beginning the internship, all students must complete certain prerequisite courses; no concurrent enrollment, no exceptions.

Listed below are the main purposes of the public health internship:

- Help students gain an understanding and appreciation for the roles, duties, and responsibilities of full-time professionals in public health;
- Expose students to professional organizations and associations;
- Encourage participation in public health activities on local, state, and national levels;
- Provide students with leadership and professional development opportunities;
- Give students an opportunity to participate in program planning, implementation, and evaluation of programs within various health-related agencies and organizations;
- Help establish professional contacts and references through networking.

Section 1.2

Criteria

Internship Criteria

All internships approved for academic credit must meet the following criteria:

- Completion of all emphasis required prerequisite courses (see p.13) with a C- or greater (no concurrent enrollment, no exceptions). Students who receive a D+ grade or lower must re-take the prerequisite course prior to starting the internship. Internships can only begin after the grade of C- or greater has posted. Prior to grade posting, grade verification must take place with the instructor of the course.
- Internships must be located at a primary public health agency whose work reflects best practices and theory-driven research in public health. The majority of the work must be public health-based and directly related to the 10 Essential Public Health Services and the emphasis specific competencies, as described on pages 8-11.
- Agency Supervisors at the internship must have a degree in public health (or a closely related degree in a behavioral science like sociology, psychology, social work, etc.) and a minimum of six-months post-graduation experience. Supervisors must be available on a day to day basis to provide students with the best mentoring experience.
- Students must complete a set of projects or tasks that expose students to the breadth and depth of theory-driven research and best practices in public health. These projects should culminate into at a variety of tangible products that provide evidence of their work, which will be included in the final written report.
 - The tangible product(s) should be representative of the (5) major internship responsibilities and reflect the highest quality work as well as quantify hours in the internship.
 - Examples of tangible product(s) might include a research report, survey and results, program plan, database, newsletters, focus group moderator guide, developed and tested curriculum, evaluations, and so forth.
- Major responsibilities and tasks should include:
 - At least one of the 10 Essential Public Health Services; and
 - At least one of the competencies for your selected emphasis
- Detailed daily log (see p.31) and include competencies used (see p.8-11) and application to curriculum;
- A final written report (hard copy required) for evaluation by the Department Internship Coordinator 5 days before the end of the semester.
 - Final Written Reports will result in a letter grade based on the evaluation of both the Internship Agency Supervisor and the Department Internship Coordinator.

- o Included in the final report are written sections on the internship overview, skills and competencies used, future career, tangible products, daily logs, a thank you letter, internship recommendation (digital), and 5 digital photos (see p.38 for details).

Section 1.3

Credits/Hours

Internship Credits & Hours

1 credit of internship= 42 hours of internship work

Health Promotion students = 6 credits required, 252 hours (can take up to 9 credits)

Health Science students = 3 credits required, 126 hours

Environmental/Occupational students = up to 9 credits in electives, up to 378 hours

Epidemiology students = up to 3 credits in electives, up to 126 hours

In order for internship hours to be counted toward the public health major, students must be registered for the appropriate course, Health 496R. The section is dependent on when and where the student is interning. Most students will be in Hlth 496R, section 001. Public health students doing International internships will be assigned a unique section through the Kennedy Center.

** Internship work done prior to approval and registration will result in zero credit. No retroactive credit for any experience will be given. No exceptions; this is a University Internship Office Policy.

<https://intern.byu.edu/sites/intern.byu.edu/files/files/InternshipPolicy-10Feb14.pdf>

Section 2:

10 EPHS & Competencies

10 Essential Public Health Services | 2.1

Emphasis Specific Competencies | 2.2

Section 2.1

10 EPHS and Competencies

The public health internship must align with at least one (1) of the 10 Essential Public Health Services and at least one (1) of the Emphasis Specific Competencies as reported in Form A (see p.22). Evidence of this alignment should be recorded in both the daily log and the final written report.

10 Essential Public Health Services

1. Monitor health status to identify and solve community health problems
2. Diagnose and investigate health problems and health hazards in the community
3. Inform, educate, and empower people about health issues
4. Mobilize community partnerships and action to identify and solve health problems
5. Develop policies and plans that support individual and community health efforts
6. Enforce laws and regulations that protect health and ensure safety
7. Link people to needed personal health services and assure the provision of health care when otherwise unavailable
8. Assure competent public and personal health care workforce
9. Evaluate effectiveness, accessibility, and quality of personal and population-based health services
10. Research for new insights and innovative solutions to health problems

Source: Centers for Disease Control and Prevention

<http://www.cdc.gov/od/ocphp/nphpsp/essentialphservices.htm>

Section 2.2

Emphasis Specific Competencies

Health Promotion

7 Areas of Responsibility for Health Educators

1. Assess individual and community needs for health education
2. Plan health education strategies, interventions and programs
3. Implement health education strategies, interventions and programs
4. Conduct evaluation and research related to health education
5. Administer health education strategies, interventions and programs
6. Serve as a health education resource person

7. Communicate and advocate for health and health education

Source: National Commission for Health Education Credentialing, Inc.

<http://www.nchec.org/credentialing/responsibilities>

Health Science

Internship work should demonstrate public health-related responsibilities, research, service, and/or outcomes that directly or indirectly connect the student to individuals and communities based on their health needs, social determinants of health status, and/or health disparities.

A Health Science internship is **not** a practitioner or physician shadowing. The internship should have a strong mentoring component, expose students to underserved populations, and allow students an opportunity to participate in meaningful service. Students will connect their work with the 10 Essential Public Health Services. Internship work must be at a primary public health agency. A concrete deliverable through a **final written report** to your internship mentor and to the Department Internship Coordinator will be expected at the completion of your internship.

Epidemiology

Competencies for Applied Epidemiologists in Governmental Public Health Agencies

Tier 1: Entry-Level or Basic Epidemiologist

1. Assessment and Analysis

- a. Recognize public health problems pertinent to the population
- b. Conduct surveillance activities
- c. Identify acute and chronic conditions or other adverse outcomes in the population
- d. Apply principles of good ethical/legal practice as they relate to study design and data collection, dissemination, and use
- e. Organize data from surveillance, investigations, or other sources
- f. Analyze data from an epidemiologic investigation or study
- g. Summarize results of the analysis and draw conclusions
- h. Assist in developing recommended evidence-based interventions and control measures in response to epidemiologic findings
- i. Assist in evaluation of programs

2. Basic Public Health Sciences

- a. Know how the causes of disease affect epidemiologic practice
- b. Identify the role of laboratory resources in epidemiologic activities
- c. Use identified informatics tools in support of epidemiologic practice

3. Communication

- a. Prepare written and oral reports and presentations to communicate necessary information to the agency staff

- b. Recognize the basic principles of risk communication
 - c. Incorporate interpersonal skills in communication with agency personnel, colleagues, and the public
 - d. Use effective communication technologies
- 4. Community Dimensions of Practice**
- a. Provide epidemiologic input into epidemiologic studies, public health programs, and community public health planning processes at the state, local or tribal level
 - b. Participate in development of community partnerships to support epidemiologic investigations
- 5. Cultural Competency**
- a. Describe population by race; ethnicity; culture; societal, educational and professional backgrounds; age; gender; religion; disability; and sexual orientation
 - b. Establish relationships with groups of special concern (e.g. disadvantaged or minority groups, groups subject to health disparities, historically underrepresented groups)
 - c. Describe surveillance systems that include groups subject to health disparities or other potentially underrepresented groups (using standard categories where available)
 - d. Conduct investigations using languages and approaches tailored to population
 - e. Use standard population categories or subcategories when performing data analysis
 - f. Support public health actions that are relevant to the affected community
- 6. Financial and Operational Planning and Management**
- a. Conduct epidemiologic activities within the financial and operational plan of the agency
 - b. Describe the financial planning and budgetary process of the epidemiology program
 - c. Implement operational and financial plans
 - d. Use skills that foster collaborations, strong partnerships and team building to accomplish epidemiology program objectives
- 7. Leadership and Systems Thinking**
- a. Support the organization's vision in all programs and activities
 - b. Use performance measures to improve epidemiology program effectiveness
 - c. Promote ethical conduct in epidemiologic practice
 - d. Practice professional development
 - e. Prepare for emergency response
- 8. Policy Development**
- a. Support the application of epidemiologic knowledge to the development and analysis of public health policies

Source: Centers for Disease Control and Prevention
<https://www.cdc.gov/appliedepi/competencies/pdfs/aec-summary-tier1.pdf>

Environmental/Occupational Health

1. Assess individual and organization (company) needs for health education
2. Plan occupational/environmental health strategies, interventions and programs
3. Implement occupational/environmental health strategies, interventions and programs
4. Conduct evaluation and research related to occupational/environmental health
5. Administer occupational/environmental health strategies, interventions and programs
6. Serve as an occupational/environmental health resource person
7. Communicate and advocate for occupational/environmental health

Source: Adapted from the National Commission for Health Education Credentialing, Inc.
<http://www.nchec.org/credentialing/responsibilities>

Section 3:

Developing an Internship & Obtaining Approval

Emphasis Specific Prerequisites		3.1
Mandatory Internship Meeting		3.2
Securing an Internship		3.3
Forms		3.4
Registration		3.5

Section 3.1

Emphasis Specific Prerequisites

Fulfillment of prerequisite courses with minimum grade

Students must complete all prerequisite courses with a C- or greater. Students cannot begin their internship for credit, and complete the required courses later; no exceptions. There is also no concurrent enrollment. This means students cannot be enrolled in the course and doing their internship at the same time; no exceptions. Students often ask why. The Department of Health Science expects students to have mastered the course material with minimum proficiencies. For example, a student wanting to do a diabetes education internship who received a D in Health 310 Chronic Disease wouldn't be a qualified candidate. When diabetes is often associated with co-morbidities, a mastery of chronic diseases would be expected. A certain grade would ensure the agency that the student has a mastery of the subject. In addition, sending a student into an internship before they have taken core classes like Health 434 Research Evaluation and Health 439 Program Planning is a disservice to the agency and the student. The supervisor would expect students to complete certain tasks that they would only be able to do having taken those courses. This will serve the students, agency, and department well when the student is academically prepared to complete an internship for credit.

Prior to internship approval, the department internship coordinator will verify course completion and grades. If a student receives below a C-, the student is required to retake the course before they can begin their internship. No exceptions.

Health Promotion (9 courses)

- Health 100 Introduction to Public Health
- Health 310 Chronic Diseases: Prevention and Control
- Health 311 Infectious Diseases: Prevention and Control
- Health 322 Environmental Health
- Health 330 Principles and Practices of Health Promotion
- Health 345 Principles of Epidemiology
- Health 432 Methods in Health Promotion
- Health 434 Evaluation Methods
- Health 439 Program Planning

Health Science (5 courses)

- Health 100 Introduction to Public Health
- Health 310 Chronic Diseases: Prevention and Control
- Health 330 Principles and Practices of Health Promotion

- Health 434 Evaluation Methods
- Health 439 Program Planning

Environmental/Occupational Health (8 courses)*

- Health 100 Introduction to Public Health
- Health 310 Chronic Diseases: Prevention and Control
- Health 311 Infectious Diseases: Prevention and Control
- Health 322 Environmental Health
- Health 324 Occupational Health and Safety
- Health 330 Principles and Practices of Health Promotion
- Health 345 Principles of Epidemiology
- Health 420 Injury and Violence Prevention

Epidemiology (8 courses)*

- Health 100 Introduction to Public Health
- Health 310 Chronic Diseases: Prevention and Control
- Health 311 Infectious Diseases: Prevention and Control
- Health 322 Environmental Health
- Health 330 Principles and Practices in Health Promotion
- Health 345 Principles of Epidemiology
- Health 440 Computer Applications in Epidemiology
- Health 443 Field Epidemiology

*Students in Environmental/Occupational Health and Epidemiology *may* do a non-credited internship for experience only and not be required to complete the prerequisite courses as an internship is not required for their emphasis. In addition, all students who want to do an internship for credit but don't qualify for public health credit because they have not completed the prerequisite courses can do internship credits in another department (i.e. LS 199R or 399R), but those credits will not apply to their major or necessarily progress them toward graduation. If you have questions about this, please contact Stephanie Lutz, MS, CHES.

Section 3.2

Mandatory Internship Meeting

Attendance at a one-hour group mandatory internship meeting is required for all students planning to do their internship for public health credit. Mandatory internship meetings are held at the beginning of each major semester (Fall and Winter Semesters). Multiple meetings

with differing days and times will be held during the 3rd and 4th weeks of September and January. Students must attend a meeting within a year of beginning the internship. Meeting dates, times, and location will be sent to all students via the emailed weekly Department Newsletter and will be posted on the website as well as various social media outlets. Students are responsible to watch for those announcements and find a time to attend.

Meetings will cover 4 areas: 1) Tips to finding an internship, 2) How to apply to an internship, 3) 15 Steps to completing an internship and 4) Internship form explanation. Unfortunately, the department internship coordinator is unable to accommodate individual student meetings; therefore, students must attend one of these group meetings to gain this critical information.

Attendance at the meeting will be recorded and documented. If a student is unable to attend, they must read the 4 covered areas in document form, read the Policy and Procedure manual in its entirety, email the department coordinator that these tasks have been completed, and sign and date a Statement of Internship Acknowledgement, which will be kept on file. The internship coordinator will not hold private appointments to individually go over what was covered in the meetings; students are responsible to read and retain that information on their own. Attendance at a meeting more than a year in advance to gather information is supported, but attendance will not count unless it is within one year. Students will need to attend another meeting closer to the actual internship to receive credit.

Section 3.3

Securing a Public Health Internship

Start Early

Students should start looking for a public health internship EARLY, ideally 4 to 6 months before they plan to intern. The internship approval and registration process can take up to 2 months; students should not procrastinate securing an internship the weeks before the semester of their internship. Last minute internship applications *may not* be approved due to timing; internship applications submitted early can always be approved. Some internships (i.e. Washington Seminar, Kennedy Center Global Public Health Internships, Marriott School On-Campus Internships, Intermountain Healthcare, etc.) have lengthy application processes that requires additional time, paperwork, approvals, and deadlines several months in advance. The student is responsible for all deadlines and should plan accordingly.

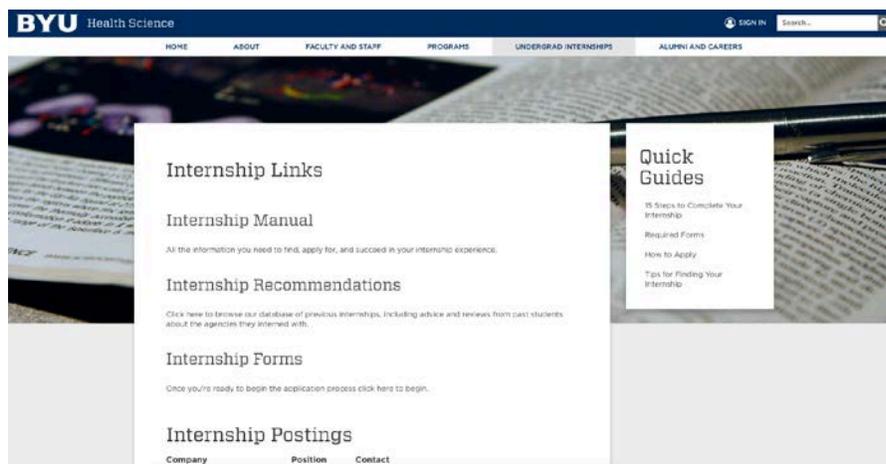
Internship Location Resources

This is not an internship placement program; students must identify, locate, and secure their own public health internship. When students spend their time, effort, and energy securing their own internship, they are much more likely to be personally and professionally invested

and experience higher levels of success in the internship. It is the responsibility of the Department Internship Coordinator to provide internship location resources to students, but it is the responsibility of the student to search, identify, secure and obtain approval for that internship. As the advising motto goes, “I advise (about internships), you decide (about internships)” (The National Academic Advising Association (NACADA)).

The first place students should go to familiarize themselves with the internship process is our department website: <https://hs.byu.edu>

From here, click on the “Undergrad Internships” tab. This will take you to the “Internship Links” page (see below). The “Internship Manual” is this document. The “Internship Recommendations” are described below in #2. The “Internship Forms” take you to the forms that need to be submitted and approved before the internship begins (described in Section 3.3 of this manual).



1. Department Website: hs.byu.edu, click “Undergrad Internships”. This link connects you to the “[Internship Links](#)”, where all internship information can be found. When agencies want an internship to be seen by students, the specifics of the internship will be found under “Internship Postings”. These are current internship needs and change often. All students have access to these listings 24 hours a day, year-round. These listings are updated several times a week so students should check back often. Just because the internship is not listed at the top does not mean it is not a valid internship. It is worth the student’s time each week to read the current listings and look back at older listings. Most often, all contact information and details about the internship can be found in these individual listings.

- In addition to the Internship Postings, another internship resource is found in the same location and is labeled “Internship Recommendations”. These listings are broken down by geographic location. Public Health internships are listed under Utah, National, and International.

Note: If a student is looking to complete their gerontology minor, their public health internship must meet all the requirements AND include work in a target audience of 50 and older.



Utah



National



International

Current students can read about previous public health students' internship experiences here. Each student has the opportunity to report his or her internship experience and recommendation in Form G. The purpose is for future students to read about the past experiences of graduated students. If they leave their name and email, they have agreed to be contacted. If it is left anonymous, they have agreed to have their recommendation form viewed but do not want to be contacted. Students value other students' opinions; take time to read through these recommendations and make a list of the internship worth more investigation.

- Department Weekly Newsletter. Each Wednesday afternoon, public health majors receive the weekly Department Newsletter via email. All students declared a public health major will receive this newsletter. However, if a student changes their email or the newsletter goes to SPAM, they may not receive the newsletter. It is the responsibility of the student to ensure they receive the weekly newsletter and read it each week. Unique (often paid) and timely (need interns immediately) internship opportunities are sent in the newsletter. It is a significant benefit to students to read the newsletter each week and take advantage of these opportunities. Deadlines, scholarship information, curricular changes, and other important departmental news are included each week. If you do not receive this newsletter, please contact Beth Liechty at beth.liechty@byu.edu
- UPH Careers listserv. This is a weekly listserv that is another great resource to receive current information about both internship and job opportunities in Utah. Students can subscribe to this listserv by filling out a free, brief membership form. Each week, an email will be sent to subscribed members listing both regular and non-profit jobs, and internships throughout the state. Students in their senior year may be qualified for many of the jobs, as many entry-level positions do not require a completed degree. If the job meets the departmental requirements for the internship, this could be a PAID internship. Students should use this excellent resource to their advantage

by applying to several jobs and internships each week. TIP: It is recommended when searching for an internship, students apply to FIVE (5) internships each week! To find this resource, search UPHCareers in Facebook and 'like' the page.

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From Facebook, you can scroll down to view their posts each week. The internships and jobs are listed in a Google doc; click it to view the postings.



To find the details about the job, simply click the internship/job you are interested in and review the details.

Utah Public Health Related Internship Listings							
Job Title	Location	Company/Department	Hours	Wage	Application Dates	Requirements	Job Category
Data and Innovation Intern	SLC	Salt Lake County Elected Offices	PT	\$14.00	Feb. 1 - SHORT application period	PH student should do it	Biostatistics/Data/Informatics
Health Education Intern	SLC	Salt Lake County Health Department	20/week	---	Mar. 15	PH student should do it	Health Education

To sign up for the 'membership' (it's free) and receive the weekly emails automatically, once inside the google doc, scroll down to the bottom to the UPHCareer Membership Center, and click on 'Become an UPHCareers Member'.

(Behavior Technician) certified

UPHC Membership Center

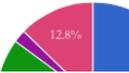
[Become an UPHC Member \(it's free!\)](#)
[Make a Suggestion to Improve the Job Board](#)
[Update Your Contact Information](#)
[Report an Issue with the Job Board](#)
[Delete Your UPHC Membership](#)
[UPHCareer's Google+ Page](#)
[UPHCareer's Facebook Page](#)
[UPHCareer's Website](#)
[Advertise a Public Health Job/Internship/Event with UPHC](#)

Public Health Ti

Includes: ~ How to Create a Free Survey U
 ~ Looking to create custom dem
 ~ Free GRE Study Preparation M
 ~ Resume Template for Public H
 ~ Cover Letter Template for Pub

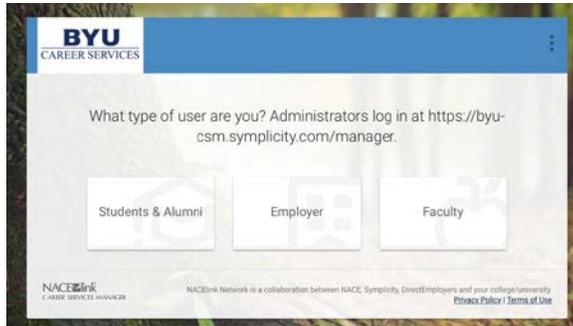
Utah's Public Health Job Market Statistics				
	Public Health Jobs	Nonprofit	Internships	Overall
Jobs posted this week	28	16	2	46
Jobs posted last week	20	8	3	31
Posting % change	40%	100%	-33%	48%

Listing Locations This We



5. On-campus resources. Students should take advantage of on-campus resources to help identify internship opportunities. First, students should sign up to receive information about internship through BYU Bridge (<https://byu-csm.symlicity.com>). Students can find out about Internship Fairs on campus, when employers will be on campus for internship/job interviews, and networking events. Also, the Marriott School of Business offers on-campus internships (<http://marriottschool.byu.edu/explearn/oci/>) for students to work on an internship team while completing the internship. Internships must meet all public health criteria, but this is a great opportunity for students taking classes and completing their internship while on campus. Lastly, students should be familiar with the University Internship Office (<https://intern.byu.edu>), student tab, where they can find information about the internship approval process, internship application (IRAMS), and deadlines for registration.

6. Network. Students should take advantage of all the networking opportunities while they are a student. That means talking to professors, public health professionals, family members, and friends about their internship goals and seek out contacts. Students should attend extra lectures and panel discussions held in the college. Students should also set up and maintain a LinkedIn account; it will significantly contribute to the networking experience. Don't forget to sign up for BYU's Bridge (<https://byu-csm.symlicity.com>).



Developing your Internship

Follow these steps to be most successful in securing your internship.

1. Decide what you want to learn or do during the internship. Also, decide what areas you are most interested in working as far as content, target population, or agency. Based on where you will be living, you may choose a public health internship in the area you reside.
2. Start looking **EARLY**, preferably 4-6 months before starting your internship. Certain internships require more than 4-6 months preparation time (e.g. Kennedy Center for International travel, Washington Seminar, certain agencies like Utah Valley Hospital, etc.).
3. Brainstorm a list of agencies where you would like to do an internship. Start a Google spreadsheet and record the information there. Use the departmental resources on our website (described above). Talk with faculty. Spend time each week entering potential internship locations and update your spreadsheet as you apply. If you are not sure whether or not the agency would be an appropriate place to do an internship, send the Department Internship Coordinator an email with the agency name, website, and tasks you would be completing.
4. Refine your resume. Update as needed to reflect your college education vs. high school experience. Take your resume to the University Career Services (<https://ucs.byu.edu>) in 2400 WSC for review with advisors specializing in resumes. Today's resume is modern, simple, and quantifies experience. Time to get it ready for your future!
5. Provide a writing sample, a paper you wrote around 2 pages long that you can include with your application. It can be an opinion editorial, disease research brief, reflection paper, etc. Think of it as an opportunity to show the internship agency what you are capable of. Make sure it is well edited and refined.
6. Draft an email. Call the secretary/receptionist at the agency to find out who to address your email to. Ask who is in charge of the interns and request their email. Your email should be professional, well composed, and humble. TIP: The biggest

mistake students make when contacting an agency is sounding entitled and demanding. “I’m a student at BYU who needs an internship. Let me know.” Prepare your email to include the following:

- a. Name & class (junior, senior, etc.) at BYU
- b. Area of study (public health & emphasis)
- c. Requirements of the internship (10 EPHS, emphasis competencies, credits/hours, tangible products, etc.)
- d. List things you like about the agency
- e. List the skills/competencies you possess that will contribute to the agency
- f. Reasons why you want to intern with this agency
- g. Include a resume and sample of your writing
- h. A day and time you will follow up with the agency

TIP: Students often say “Thank you for taking the time to read this email. I look forward to hearing from you soon.” That requires the agency supervisor to push reply, think about the internship position, draft an email, etc. That is work for them. Take the work out by instead saying “Thank you for taking the time to review my email, resume, and writing sample. I will follow up with you on Monday at 10 a.m. by calling your number. If you aren’t available, I will leave a message and call back.” You just made it easy for them; they just need to answer the phone when you call. Don’t be pushy or demanding; be humble and flexible. Be sure to follow-up with a phone call when you said you would to set up an appointment to meet with him/her in person to discuss potential internships.

7. Apply for multiple internships at the same time in hopes you hear back from 1-2 quickly. Applying to only one internship then waiting to hear back from them will significantly delay the process and may result in late registration. While actively looking, students should apply to as many as five (5) per week until they accept one.
8. Set up an interview. Show up early, dress professionally, and come prepared to talk about the agency. During the interview, attentively listen to the supervisor as to the tasks they expect you to perform in the internship. Ask questions. Take notes. Listen intently. Then, articulate what you want to learn in your internship, your most marketable skills, and how you can contribute to their agency. Also, be prepared to discuss possible internship responsibilities (Form B) and tangible products to be produced. You may want to bring a portfolio with examples of the work you have done. For instance, a copy of your program plan from Health 439 would show some of your best work.
9. Follow up after the interview with a thank you email, letter, or hand written note within one (1) day of interviewing. Better yet, bring a blank thank you card with you. After the interview, take a few minutes to write the Thank You card and leave it with the secretary/receptionist. This immediate follow up will leave a lasting impression on the supervisor and show your gratitude.
10. Accept an internship offer. Once you have accepted, stop applying to other internships and stop looking for other internships. Once the agency extends an offer and you accept, they let the other applicants know the position has been filled. If you

change your mind or decide you want to apply to other internships, they can't just call the next best candidate. They have already invested time, effort, energy, and resources on you. You have committed to that internship, it is a matter of integrity, be true to your word!

Section 3.4

Forms

Once you have accepted an internship, it is time to fill out the forms for approval. All forms are electronic and can be found online. There are four (4) forms that must be approved before the internship begins. Forms A & B are departmental forms and are found on the department website under "Undergrad Internships", "Internship Forms". Forms C & D are University forms. They can be linked from our website or accessed directly on the University Internship Office website, <https://intern.byu.edu>, student tab. Forms are sequential; you cannot move on to the next until the previous form is approved. Give yourself time to get all the forms submitted and approved. This may take several days, even weeks or longer.

Department Forms: Forms A and B

The internship forms are found behind BYU's password protected site; you will need a valid NetID login and password.

Internship Links

Internship Manual

All the information you need to find, apply for, and succeed in your internship experience.

Internship Recommendations

Click here to browse our database of previous internships, including advice and reviews from past students about the agencies they interned with.

Internship Forms

Once you're ready to begin the application process click here to begin.

The landing page will look like this.

Enter information here:

Click “Start an Internship”, read the Student and Internship Coordinator Responsibilities, click all the boxes after you have read them, then push “submit”. You are now under contract as to what you are accountable for and what the Department Coordinator is accountable for. If there is ever a question, the Coordinator will refer you back to what you agreed to in this contract.

- It is the responsibility of the internship coordinator to answer questions (if any) regarding the final grade for the internship. Agency supervisor’s portion is 40% of total grade; internship coordinator is the remaining 60% of the grade. Agency supervisor grades and comments will remain anonymous.
- It is the responsibility of the internship coordinator to oversee the entire internship process for all Department of Health Science internship students including approval, enrollment, registration, feedback, evaluation, and final grade submission.

By clicking the button below you are signifying that you have read, understand, and accept these responsibilities as outlined.

Form A: Internship Site Pre-approval

This is the first form the student will fill out to begin the internship approval process. Typically, this form will be completed once you have accepted the internship. However, you can also submit this form prior to acceptance if you are questioning whether it will be approved or not. This form is simple and should only take a few minutes. The coordinator will try to have the form approved 24-72 hours after submission.

Students will include their full name, student ID number, email address, phone number, the semester for the internship, number of credits (not # of hours), and their emphases (labeled “Student Info”). They will also include information about the internship agency by selecting from a list the name of the agency (or entering a new agency), agency website, city, and state (labeled “Agency Info”). Lastly, students will input the supervisor’s full name, degree (must be public health or a closely related degree, see page 5), phone number, and email address. TIP: The email address MUST be entered correctly, as the entire on-line approval system is built around the supervisor’s email address. Failure to enter the email address correctly will result in delayed approvals and extra time to reprogram the system. It is the student’s responsibility to input the email address accurately.

The next section of Form A consists of checking boxes that will apply to that specific internship. Again, checking these boxes means the student agrees to those terms and enters in to that binding contract. The check boxes outline the criteria for the internship and the skills/competencies students anticipate they will be using based on the 10 Essential Public Health Services and the Emphasis Specific Competencies (see page 8-11). TIP: When filling out Form A, do not check every box for the 10 Essential Public Health Services or emphasis specific competencies. Select those that are most relevant and applicable.

The last section of Form A gives the students an opportunity to provide a brief summary of the proposed internship as it relates to public health, in no more than 150 words. This narrative allows students the opportunity to describe the internship they will be participating, as they understand it, and its relationship to their public health curriculum. Again, the details of the internship may not be known yet (that will be entered in Form B), but this narrative should include the overview and basic tasks to be accomplished in the internship. Please provide enough information for the Department Internship Coordinator to make a decision to approve or deny the internship.

This pre-approval process will ensure that you do not complete all the necessary forms and then discover that the agency or supervisor may not be the most appropriate fit for the public health internship. Please note, approval of this form does not mean the overall internship is approved, this is pre-approval. The final approval comes when the Department Internship Coordinator and Agency Supervisor approve the Internship Responsibilities (Form B).

Form B: Internship Responsibilities and Projects

Each intern will develop 5 major internship responsibilities and/or projects with their Internship Agency Supervisor. Students should plan to sit down with their supervisor to discuss projects and tasks to be completed in the internship. Set up an appointment or make arrangements for a phone call with your agency internship supervisor to make a list of the internship responsibilities. Please be as specific as possible. The student will need to take meticulous notes as to their projects/tasks, as these will need to be entered into Form B for approval. These internship responsibilities should include a detailed description of the 5 major tasks to be completed during the internship.

These projects/tasks should be related to both the 10 Essential Public Health Services and the emphasis specific competencies. Your work associated with these responsibilities should result in multiple tangible products. Page 40 of this manual gives specific examples of what tangible products could include. Think of it like this: in order to justify the number of hours in their internship, you must provide evidence of your work in hard copy form. For example, developing 5 fact sheets for the agency would not take 252 hours for a 6 credit Health Promotion internship. Students must include enough tangible products to be commensurate with the number of hours in the internship. Be creative. Students can review sample internship final reports to get ideas of quality tangible products by contacting Stephanie Lutz.

After developing the 5 major internship responsibilities/projects, the student will input those into Form B online for Department Internship Coordinator and Agency Supervisor approval. This becomes a 3-way contract between the student, the department coordinator and the agency supervisor. All 3 are working with the understanding these are the projects that will get done. If they change, it is the responsibility of the student to contact the internship TA or Stephanie Lutz to have those edited on Form B. Failure to update the

projects may result in point loss on the final report. It is okay if not all the projects are completed. But if a new project is started, it needs to be edited and updated on Form B.

Once approved by the department coordinator, an automatic email will be sent to your agency supervisor for electronic approval. **Make sure their email is correct on Form A.** Failure to correctly input the email will result in computer programming issues at the end of the semester, jeopardizing grade submission and graduation. Supervisors must obtain a BYU NetID username and password for approval of this form and other forms. If they have been a student at BYU previously, they should already have a NetID. Instructions for creating a NetID username and password can be found on page 65. You are responsible for helping your supervisor set up a username and password. Please encourage them to keep this information in a secure place; they will need it for their midpoint evaluation (Form F2) and final supervisor evaluation (Form H) at the end of the internship.

The internship is not approved until both the Department Internship Coordinator and Agency Supervisor approves the internship responsibilities form (Form B).

University Forms: Forms C and D

After completing Forms A and B, you are required to complete the University Internship forms. It is your responsibility to complete all University forms in a timely manner before you can register for Health 496R. The Department Internship Coordinator does NOT manage these forms; the University Internship Office manages them. <https://intern.byu.edu>

NOTE: There is a UNIVERSITY HOLD on your registration until these forms are submitted and approved. You do NOT need an add code to register for the internship. Students needing to register early for scholarships or other reasons will NOT be able to register until their IRAMS application is submitted AND approved by both the department coordinator and University Internship Office.

If you have questions about these forms, please call the University Internship office at (801) 422-3337 or email at internship@byu.edu

****Exception:** Environmental/Occupational students doing an internship for elective credit do not take Health 439, which is a prerequisite to Health 496R. These students WILL need an add code. Contact Stephanie Lutz.

Form C: IRAMS

Form C, or IRAMS (Internship Registration and Management System), is completed online. It can be accessed through the University Internship Office page, <https://intern.byu.edu/section/students> or through the myMAP registration process.

BYU Academic Internship Office Search

STUDENTS **PROVIDERS** **COORDINATORS**

Internship Application



Application Instructions



IMA Database



IHC Student Checklist





Department Internship Coordinators List

Internship Providers will want to contact the Department Internship



Department Sites

This is a list of all departments that have internship information online. It is not intended to be a comprehensive list of all



Benefits of Internships

The benefits of internships are broad and vary between the students, the internship providers,

Or here.

HLTH 496R - Academic Internship.

Description	Senior capstone experience.
Credit Hours	0.5(min)-9.0(max) credit hours, ARR class hours a week, and 0 lab hours
Headers	HLTH 496R: An APPROVED Internship Application is required before adding. HLTH 496R section 001: For Public Health majors. HLTH 496R section 002: For Gerontology majors.
Prerequisites	HLTH 439.
Recommended	None
Note	None
When Taught	Fall; Winter; Spring; Summer.

This form is straightforward and is similar to the Department Form A. It requires students provide personal information (name, address, email, phone) as well as agency information (name of supervisor, location, city, state, website), and course registration information (which class the student is registering for, who is the department coordinator, how many credits/hours, etc.). This should take less than 10 minutes to complete.

For more detailed instructions on how to complete IRAMS, use this link:
<https://intern.byu.edu/sites/intern.byu.edu/files/files/IRAMS%20Instructions-Student.pdf>

Students doing international internship DO NOT need to complete Form C. Instead, they will need to submit certain paperwork from the Kennedy Center. Please work with the

Kennedy Center (paperwork accessible on the Kennedy Center website and the University Internship Office). See “International Internship” Section on page 29.

****NOTE:** Some organizations require extensive paperwork be completed before the IRAMS application will be approved. Utah Valley Hospital and all Intermountain Healthcare agencies are examples. Students must complete a drug screen, criminal background check, provide proof of immunizations, provide evidence of TB screening, etc. This can take SEVERAL WEEKS to complete. The student is also responsible for the \$ to complete these tests. Plan ahead. These documents must be uploaded as attachments to the IRAMS application. Again, your IRAMS application (Form C) will not be approved until all the requirements are met. For more information regarding Intermountain Healthcare, go to this website: <https://intern.byu.edu/intermountain-healthcare-interns-and-other-hospitals>

BYU has entered into a legal and binding agreement with Intermountain Healthcare that ALL BYU STUDENT INTERNS will complete this process, no exceptions. If you have questions, contact the University Internship office at 801-422-3337.

Scroll to the bottom of the “Students” page. Here you will find the “Student Obligation Documents” and all the additional tests that need to be done for IHC in the “Student IHC Documents”.

For international students, an internship is called Curricular Practical Training (CPT). Students wishing to apply for CPT must complete the following steps in addition to the normal internship process: Student has been enrolled for at least...

academic merit...



Intermountain Healthcare Interns and Other Hospitals

If you're interning with Intermountain Healthcare (and/or other various medical providers), documentation of current immunizations, background check results and drug screen results need to be uploaded on the Student Obligation Documents page...



International Internships

International Study Programs (ISP) at the David M. Kennedy Center for International Studies offers a variety of programs designed to meet the needs of departments and students including study abroad, field studies, internship programs, and...

CONTACT INFO

FAVORITE LINKS

RELATED SERVICES

CONNECT WITH US

Form D: Master Agreement

Form D, or the Master Agreement, is a University form that outlines liability between BYU and the internship agency. This form is to be signed by the Agency Internship Supervisor and the University Internship Office. Please print and have the agency supervisor sign and date the left side. Adrienne Chamberlain from the University Internship Office will sign the right side. This is a binding and legal document good for 10 years. You may scan and email it to Stephanie or send it directly to the Internship Office in 5435 HBLL.

The screenshot shows the top navigation bar of the BYU Academic Internship Office website. The bar is dark blue with the text "BYU Academic Internship Office" on the left and a search box on the right. Below the bar are three tabs: "STUDENTS", "PROVIDERS", and "COORDINATORS". The main content area features five cards:

- Department Internship Coordinators List:** Includes an image of a man and a woman at a desk. Text: "Internship Providers will want to contact the Department Internship Coordinator regarding their internship opportunity. Department Internship Coordinators will determine the academic merit of an internship opportunity as well as advertising potential..."
- Why BYU interns?:** Includes an image of a man with a backpack. Text: "Creates the opportunity to recruit future employees. (In one year, Hewlett Packard recruited 70% of its new hires from its pool of interns.) Gives the opportunity to evaluate prospective employees."
- Working with BYU:** Includes an image of a gold coin with "BYU" and "FOUNDED 1875". Text: "Internship Providers will want to coordinate with a department's internship coordinator to determine the academic merit of an internship opportunity as well as advertising the internship opportunity to students."
- Internship Master Agreement:** Includes an image of two hands shaking. Text: "Internship Providers should send a copy of a signed Internship Master Agreement to internship@byu.edu or to BYU Internship Office at 5435 HBLL Provo, UT."

This form can also be accessed using the link provided below:

<https://intern.byu.edu/internship-master-agreement-o>

Form D (Master Agreement) is only necessary if there has never been a BYU student at that agency before. If a BYU student has interned at that agency within the past 10 years, you will NOT need to have another one signed. The agreements are valid and held on file. If you would like to find out if there is a Master Agreement already signed for your agency, you may check the database here:

https://sa.byu.edu/psp/ps/EMPLOYEE/HRMS/c/Y_INTERNSHIP_STUDENT.Y_INT_IMA_SEARCH_GBL?nb&languageCd=ENG#

International Internships

Students doing an International internship have a different process than domestic students. They will still need to complete Forms A & B (see those sections above) on our department internship website, in addition to separate paperwork through the Kennedy Center.

Explanations on the process can be found on the University Internship website.
<https://intern.byu.edu/content/international-internships>

For international students, an internship is called Curricular Practical Training (CPT). Students wishing to apply for CPT must complete the following steps in addition to the normal internship process: Student has been enrolled for at least...

academic merit...



Intermountain Healthcare Interns and Other Hospitals

If you're interning with Intermountain Healthcare (and/or other various medical providers), documentation of current immunizations, background check results and drug screen results need to be uploaded on the Student Obligation Documents page...



International Internships

International Study Programs (ISP) at the David M. Kennedy Center for International Studies offers a variety of programs designed to meet the needs of departments and students including study abroad, field studies, internship programs, and...

CONTACT INFO

FAVORITE LINKS

RELATED SERVICES

CONNECT WITH US

Section 3.5

Registration

Once you have completed Forms A-D, you can now register for the course. You will want to register for your internship as early as possible, but well before the add/drop deadline (typically the 2nd week of school).

The course you will register for is Health 496R with Instructor: Stephanie Lutz.

- **All domestic public health students must register for Health 496R, section 1**
- Public Health students doing a Gerontology minor must register for Health 496R, section 2
- Public Health students doing an International internship will be assigned their own section of Health 496R by the Kennedy Center

You may sign up for all required credit hours in one semester or split the credits between semesters. You must enroll for internship credit during the semester that you plan to complete the internship.

PLEASE NOTE: You may register for the internship up to 3 times. “R” in Health 496R means repeatable, up to three (3) times. For example, you could take 2 credits in spring, 2 credits in summer, and 2 credits in fall.

Late Registration Policy

Students may add the internship at any time, even after the add/drop deadline. The process is simple as long as it is before the discontinuance deadline (this is typically about 3 weeks before the end of the semester/term). If it is past the discontinuance deadline, the student will need to complete an online petition process found on the Registration Office website <https://registrar.byu.edu/petitions>.

Students whose internship applications are approved by the Internship Office after the add/drop deadline and before the discontinuance deadline will be automatically added into the internship course by the Records and Registration Office. Once the Internship Office approves a student’s internship application, IRAMS will send an automatic email to the Registration Office staff to have the class added to the student’s schedule.

Changing the # of credits after registration

Students who need to adjust the number of credits in their internship after the add/drop deadline will need to contact the Department Internship Coordinator immediately. Credit adjustments can be easily made before the discontinuance deadline.

Section 4:

Starting your Internship

Begin the Internship		4.1
Daily Logs		4.2
Midpoint Evaluations		4.3
Final Supervisor Evaluation		4.4
Agency Recommendation		4.5
Thank You and Photos		4.6
Leave the Internship Early		4.7

Section 4.1

Begin the Internship

The public health internship can officially begin when all the forms have been submitted and approved, the student is registered for Health 496R in the correct section, tuition is paid, and the semester has started. Students wishing to start their internship hours before the first day of the semester must have all forms approved, be registered for the course, and have approval from the Department Internship Coordinator to count hours prior to the start of the semester.

Any hours spent meeting with the supervisor, participating in trainings or meetings, or performing tasks before the semester begins CANNOT count unless all forms are approved and the student is registered. The University cannot and will not grant retroactive credit for the internship courses in any situation. This includes granting internship credit for past experiences or any experience that has already been completed or started without appropriate registration. If students request an exception to count hours before the prerequisite courses are done or before they are registered for the course, their request will be denied (Department and University Policy).

Section 4.2

Daily Logs (Form E)

The purpose of the daily log is to allow students the opportunity to write and reflect upon each day they work in their internship. Entries should focus on the completed tasks for the day and how the day's accomplishments align with classroom knowledge and completed curriculum ("Application" section). In addition, students will identify which of the 10 Essential Public Health Services and/or Emphasis Specific Competencies they used that day and to what capacity ("Competencies Used" section).

Every day the student works at the internship, they are required to complete a daily log entry in the Internship Forms online. Students do not need to enter anything on the days they are not at the internship. Students should plan to spend the last 15-20 minutes of each day writing the daily log entry. This must be done in Form E online; daily logs should not be kept in a Word or Google document to be uploaded later.

Each log is time stamped and dated. That means, if a student does not fill out the daily log each day, the dates will not be congruent, and there will be a point deduction. Students should not keep the log elsewhere, then cut & paste it in to the forms. It must be kept in Form E daily so the Internship Coordinator can review at any time. Failure to do so will result in point loss.

Each day, students will fill out two sections per entry: (1) Application and (2) Competencies Used.

The **Application** section is a time to reflect on how the accomplished tasks relate to the bigger picture of public health. This section should explain the tasks accomplished that day, skills developed, lessons learned, and how what the student learned in the classroom (theory) applies to what is learned in the internship (application). Each day, this section should be 4 to 6+ sentences.

The **Competencies Used** section should list at least (1) Essential Public Health Service and/or (1) Emphasis specific competency used that day AND a brief explanation of how they were used. The EPHS and/or Emphases Competency can be cut & pasted into the section but the explanation regarding how they were used must be original thought. Each day, this section should be 4-6+ sentences.

Sample Daily Logs

Daily Log Sample #1

1/4/17	1/4/17	4.00
Competencies Used:	I used the 10th essential public health service today as i researched e-cigarettes. I was doing research for "new insights and innovative solutions to health problems." Hopefully this research will help WIC educate WIC participants about the risks of e-cigarettes and prevent health issues that come to pregnant mothers and babies from e-cigarette exposure. By doing this research I was also using the health promotion competency, specifically the 4th area of responsibility "conduct evaluation and research related to health education." I hope my research will help educate WIC women and help them to avoid exposing their babies to harmful products.	
Applications:	Today was my first day at the internship. WIC directors and CDP workers from all over the country came to our office for a conference call/meeting to discuss the transition to CDP. They were currently using Mountain Plains User Group and were learning about CDP so they could transition smoothly. After the meeting my supervisor assigned me a project that I will be working on for a week or so. I was assigned doing research about e-cigarettes and how they are a risk factor for WIC mothers specifically. I am supposed to create a write up explaining what they are and the health risks they pose. This project is important because I am the first person to research e-cigarettes in WIC so I am laying the groundwork for a new "risk factor" for them to focus on. I learned a bit about e-cigarettes in my substance abuse class so I was able to apply that knowledge in my research. For instance, e-cigarettes came into the market in the U.S. in 2006 so I knew I would have to dig deep to find some research.	

Daily Log Sample #2

1/12/17	1/12/17	7.00
Competencies Used:	Today I used Essential Public Health Service #8, Evaluate effectiveness, accessibility. And quality of health services. I did this by spending most of my day researching and better understanding how the Affordable care act has benefited different racial groups of men. I evaluated the effectiveness of the ACA during my research as well. I noticed that a lot of things that were promised in the law have yet to be accomplished. One example is how the ACA promised to make an Office of Indian Men's Health (Native American). This never happened under the current administration. Other disparities were noted as well. The ACA should not have any racial or gender excluding services provided, however many screenings for STDs cancers, and wellness examinations that women receive for free under the Act are not available to men free of cost.	
Applications:	Today I went to a CATO meeting representing the Men's Health Network. The guest speakers spoke on different parts of the Obama administration that Trump can change. They then gave their viewpoints on how Trumps current change ideas are not effective enough. After the CATO meeting I went back the the Men's Health Network office and I did a lot of reading and research for one of the projects I have been assigned. The MHN wrote a letter that specifically outlined what they felt the new Obama administration needed to consider concerning health policies back in 2009. I have been assigned the task of drafting a similar letter to send the Health policy team of the Trump administration. To better understand what the MHN feels is most important and vital for Men's Health currently, I needed to better acquaint myself with some of the research and projects they have been working on in the last few years. I mainly studied articles, research and took notes the rest of the day. This project is helping me develop my skills to compile different topics and put them together in an easy to read, informative memo.	

Section 4.3

Midpoint Evaluations

Form F

When the student has completed half of their internship hours (~126 hours for a 6 credit internship), it is time to complete and submit Form F, Midpoint Evaluation, found in the department internship forms. Do not fill this out until half the hours are done, even if it is midterm. If you are spanning the internship over multiple semester, wait until half the hours are complete before submitting form F.

Form F will list the 5 major responsibilities (directly taken from Form B), and require the student briefly explain to what extent each of the responsibilities are being completed. If the responsibility has not been worked on yet, simply state that in the narrative section. If the responsibilities have changed, this is the time to inform the Department Internship Coordinator by email regarding the edits that need to be made to form B. Completing Form F also provides the student with an opportunity to self-evaluate and determine what still must be done to complete the responsibilities and hours.

Once Form F has been submitted, it will be sent to the Department Internship Coordinator for review. At this time, the daily log will also be reviewed for thoroughness and completion. As needed, feedback will be provided via email from the coordinator and/or the internship TA. Please take the feedback seriously and make adjustments to the daily log as needed.

Form F2

The purpose of Form F2 is for the student to receive feedback from their Internship Agency Supervisor mid-semester, thus allowing the student to make adjustments as needed. The Internship Agency Supervisor will complete form F2. The format of the form is simple; the agency supervisor lists 3 things the student is doing well and 3 areas for improvement, with an additional section for comments. Students should review the form online, take the feedback seriously, and make changes as needed to ensure positive feedback on the final evaluation.

Form F2 will automatically be emailed to the Internship Agency Supervisor (to the email provided in Form A) once the student submits Form F (see above). If at any point the Internship Agency Supervisor changes, please contact the Department Internship Supervisor or TA immediately. Completion of this evaluation by the agency supervisor is optional and is not worth any points; however, it does provide the intern with valuable feedback.

Section 4.4

Final Supervisor Evaluation

Form H

A minimum of two (2) weeks before the student has completed the internship hours, Form H, Final Supervisor Evaluation must be sent to the Internship Agency Supervisor. It is the responsibility of the student intern to push the “submit form to supervisor” button on Form H. This will automatically email a link to the supervisor, requesting them to complete the final evaluation for the student intern.

The only person who can complete the final evaluation is the same person who approved Form B (this person is programmed into the system). **If the internship supervisor has changed, please notify the Internship Coordinator IMMEDIATELY** so it can be changed/updated in the system BEFORE the end of the semester. Failure to do so may result in delayed grade submission and delayed graduation.

The Agency Supervisor will need to use the same NetID and password they used to approve Form B. If they forgot their NetID and/or password or have log in problems, calling OIT at (801) 422-4000; they can easily retrieve the needed information. **DO NOT** have your supervisor create a new ID or password. Creating a new ID or password will only

delay/complicate the final evaluation submission. Again, it is the responsibility of the student to give their supervisor enough time to complete the evaluation before the report due date. Very often it leads to delayed grade submission and delayed graduation because the supervisor has gone on vacation, maternity leave, or left their position at the same time Form H is due; plan ahead. A letter grade cannot be assigned without the supervisor evaluation submission.

The evaluation and comments from the Internship Agency Supervisor are confidential and will not be viewable to the student intern in order to ensure honest, accurate reporting from the supervisor. The supervisor's evaluation of the student is worth 40% of the final internship grade.

Section 4.5

Agency Recommendation

Form G

The student intern will be required to complete the agency recommendation form (Form G) online before the end of the semester. The purpose of this form is to provide meaningful feedback about the internship that the Internship Coordinator can use to assess the quality of the experience to determine if future students should have this same internship. In addition, this recommendation will be viewable online under "Internship Recommendations" for future public health students to read and decide if this is an internship to which they would like to apply. Please be accurate in reporting. The student may remain anonymous or leave their name and email if they wouldn't mind discussing this internship with future students. A hard copy is not required for the final written report.

Section 4.6

Thank You Note/Letter

Students are required to handwrite a note or type a thank you letter and give it to their agency supervisor prior to leaving the internship. The purpose of the note/letter is to thank the supervisor for allowing the student to intern at the agency and thank them for the mentoring experience. This represents you, the Department, and the University well when a sincere note/letter is given. Please take the time to write a well-composed note/letter, giving specific examples of lessons learned and skills gained because of that supervisor. A hard copy of the note/letter is required for the final written report; be sure to make a copy.

Tips: A thank you note is typically handwritten on a note card and placed in an envelope. A thank you letter is typically typed and signed and also placed in an envelope. The thank you note/letter must include the date, supervisor's name and address, a well-composed body with supporting sentences, and the student's signature and address to close. Sample letters can be found at: <https://owl.english.purdue.edu/owl/resource/653/02/>

Uploaded Digital Photos

Students must upload five (5) high quality digital photos as evidence of their presence, experience, and work at their internship. Photos should be creative and well composed with good lighting, zoomed in, and nicely cropped. Photos should not be blurry or undecipherable. At least two (2) of the photos should include the student at the internship. The remaining photos can be of tasks, events, or other happenings at the internship.

To receive points, the photos will be uploaded to the department internship form labeled "Attachments" on the department website. Each photo should be label accordingly: Firstname_Lastname_1-5. The format for the photos is .jpeg. Please be aware of copyright infringements and photography permissions particularly in schools and agencies. The student is responsible for making sure they are not violating copyrights and source citation. By uploading your photos to the website, the student clicks/agrees to a photo release, granting the department internal use of the photographs.

Leave the Internship Early

If an occasion arises that the student needs to leave the internship early, the student must contact the Department Internship Coordinator immediately. In rare occasions, conflicts may arise between the student and the agency/agency supervisor and the student has been asked to leave or the student decides to leave on their own accord. If this occurs, please call the Department Internship Coordinator as soon as possible to alert her of the situation so issues can be immediately resolved between the student and agency/supervisor and reputations maintained. With the help of the Department Internship Coordinator, the student can find a new internship location mid-semester. This should not wait until the end of the semester. Students can add a new internship at any point in the semester (before the discontinuance deadline) and hours can begin once approvals are made to minimize the time between internships.

Section 5:

Internship Written Report

Written Report Format		5.1
Grading		5.2
Due Date		5.3

Section 5.1

Internship Written Report

Upon completion of internship hours, students have the opportunity to provide physical evidence of their work by writing a final report of their experience. The purpose of the report is to outline tasks accomplished, align learned classroom theory to practical experience, reflect on applied concepts and future career, quantify internship hours, and provide tangible evidence of their work in a professional report. This is a requirement by the Department as part of the culminating experience Learning Outcomes.

An outline of expectations for the final report is provided in the Written Report Format section. Students should follow this outline as closely as possible to strive for the highest grade. Professionalism in writing and appearance of the report is expected. This report should represent the students' best work and writing and in the future, can serve as evidence of their work during job and graduate interviews. A hard copy of the report is required; electronic copies will NOT be accepted. The final internship written report is due five (5) days before the end of the semester.

Written Report Format

Report Format

The written report has a very specific format. Please follow all of the formatting guidelines provided below.

General Requirements:

- The written report MUST be bound with spiral or strip binding. NO 3-ring binders.
- All paperwork MUST be typed. No handwritten documents will be accepted.
- Use 1.5 line spacing and 1" margins.
- Summary of the Internship Experience MUST be a minimum of six (6) full pages in length.
- The written report MUST include headings for each section, a Table of Contents, and page numbers (exception: the daily log pages do not require page number, but should be accounted for in the Table of Contents).
- The written report MUST constitute professional, technical writing, not casual conversational writing.
- No bullet points; full sentences are required.

Professionalism in your writing and presentation of your written report is worth 10% of your total grade (20 points).

Required Sections

The written report should consist of these following sections, in the following order:

TITLE PAGE

On the title page, please include the following:

- Name of Student
- Student ID Number
- Agency where the internship was completed
- Semester the student registered for internship
- Semester the student completed the internship

TABLE OF CONTENTS

The Table of Contents must include the labeled headings for each section and page numbers.

SUMMARY OF INTERNSHIP EXPERIENCE

This section must be a minimum of six (6) full pages in length.

Overview of Internship Experience

The overview section must be at least two (2) FULL pages minimum and is worth 20 points.

- List each of the 5 major responsibilities (as reported in Form B) with description of responsibility completion.
- Describe in detail how each of the major responsibilities was accomplished or to what degree they were accomplished under each responsibility. If the responsibility was not completed, explain the circumstances that prevented the completion.

Skills/Competencies

This section must be at least two (2) FULL pages and is worth 30 points.

- Explain one or more emphasis specific competencies your work included and how you demonstrated it.
 - Points will be deducted for explanations that do not demonstrate an understanding of the competencies and how they relate to your work.
- List one or more of the 10 Essential Public Health Services that your work included and describe how your internship included one or more of the “10 Essential Public Health Services”.

- Refer to page 8-11 of this manual, or <http://www.cdc.gov/od/ocphp/nphpsp/essentialphservices.htm> , for more information.
- Consider answering the following questions:
 - In what areas of public health did you feel unprepared?
 - What courses or concepts prepared you most?
 - What additional courses or concepts do you wish you studied in preparation for the internship?
 - What skills need focus or refinement for employment?
- Describe the skills you developed through your internship.

Career

The career section should be at least one (1) FULL page long and is worth 10 points.

- Describe how the internship has prepared you for future employment in public health.
- As a result of the internship experience, describe the type of public health jobs you would be most interested in working.
- Describe how this internship helped prepared you for future employment in public health and draw conclusions on how this internship influenced your decisions.

Tangible Product

This section requires a minimum one (1) FULL page written narrative, not including the tangibles/evidence of your work provided in the notebook. The section is worth 30 points.

- Include at least a one (1) page written description of the tangible product(s)
- When you submit your report, include several examples of your work. These should justify the hours of the internship and provide evidence of your hours in the internship.
- Tangible products should include a variety of examples and include your best work.
- Depending on what the tangible products are, it may not be able to be bound with the report, but can be attached separately. If it cannot be attached (e.g. a video you produced), please include a copy on a CD or flash drive and submit it with the written report.
- Examples of tangible products could be research reports, surveys, program plans, databases, surveys, survey results, newsletters, a focus group moderator guide, developed curriculum, evaluations, fact sheets, brochures, calendars, etc.

DAILY LOG

Students must include the full daily log in the final written report as found online in the Health Science Internship Forms. The daily log is worth 60 points. Once the hours are complete, students are to push the “Submit Completed Log” button on the bottom of Form E.

This log should not be submitted until the end of your internship.

[Back to Internship Forms](#)

[Submit Completed Log](#)

Once the completed daily log is submitted, it can be printed in .pdf form to be included in the final report.

Form Status: In Process

Date Submitted:

[Export to PDF](#)

Entered Date	Actual Date	Hours
11/10/16	11/10/16	5.00
Competencies Used:	I used competency #4: Conduct evaluation and research related to health education. I did this today as I recorded information from the phone calls with providers. I recorded this feedback in a central location where it can then be evaluated for future programs such as the Let's Move! Childcare training.	

AGENCY RECOMMENDATION FORM

The agency recommendation form is worth 10 points. The agency recommendation is submitted ONLINE. A hard copy of the recommendation is NOT required in the written report. PLEASE NOTE: This recommendation is viewable by other students. Please be as professional and as accurate as possible.

THANK YOU LETTER FOR YOUR AGENCY INTERNSHIP SUPERVISOR

The thank you letter is worth 10 points. A hard copy of the thank you letter must be included in the written report. As mentioned, the thank you letter can be typed or handwritten.

FIVE (5) HIGH QUALITY DIGITAL PHOTOS

The photos are worth 10 points (2 points per picture). The five (5) digital must be uploaded in the ‘Attachment’ section as part of the internship forms. Hard copies of the photos are NOT required in the final written report.

For the photos, please note the following:

- At least two (2) of these photos must include a picture of the intern

- Label each picture Firstname_Lastname_1-5
- Only upload photos in .jpg format
- Please do not include only pictures of you at your desk. Be creative!
- Please be aware of copyright infringements and photography permissions particularly in schools and agencies. You are responsible for making sure you are not violating copyrights and source citation.

DIGITAL APPROVAL OF INTERNSHIP RESPONSIBILITIES, POLICIES, PROCEDURES, AND REQUIREMENTS

This approval is worth 10 points. This portion has already been completed as a prerequisite to Form A. A hard copy of this approval is NOT required.

Section 5.2

Grading

Grading Policy

A total of 200 points are possible for the internship. The final grade for the internship is weighted: 60% by the Department Internship Coordinator and 40% by the Agency Supervisor.

Completion of the internship does not guarantee an A grade. The grade for the internship is based on the completed work as described in the written report, daily logs, tangible products, and both the internship coordinator's and supervisor's evaluation of the intern's performance. If the student did not complete the required number of hours, the grade will be graded based on the number of hours completed. For example, if the student only completed 88% of the hours, the student can only receive a B+ for the internship.

Points Possible

Component	Points Possible
Professional presentation of written report	20
Overview	20
Skills & Competencies	30
Career	10
Tangible Products	25
Daily Log	55
Agency Recommendation (Form G online)	10
Thank-You Letter (hard copy)	10
Digital Photos (uploaded)	10
Approval of internship responsibilities (before Form A online)	10
Total points	200

Department Coordinator Evaluation of Student Work 60%
Agency Internship Supervisor Evaluation of Student Performance 40%

Grade Scale

A: 94-100%	A-: 90-93%	B+: 87-89%	B: 84-86%
B-: 80-83%	C+: 77-79%	C: 74-77%	C-: 70-73%
D+: 67-69%	D: 64-67%	D-: 60-63%	E: Below 60%

Section 5.3

Due Date

The final internship written report is due five (5) days before the end of the semester.

This means all internship hours and projects must be completed before the report is written; plan accordingly. Time spent writing the report does NOT count toward internship hours; hours must be spent working IN the internship. Submitting the report 5 days before the official last day of University classes and before reading and final days will allow students time to focus on finals and graduation. Reports are due at 5 p.m. on the due date and can be turned in to the Department Internship Coordinator's office or in a crate located outside office in 2060B LSB. If you are a student who is out of state completing an internship, the student may mail the report to the Department of Health Science Main Office; they must be postmarked no later than the due date.

Department of Health Science
Attn: Stephanie Lutz, MS, CHES
Brigham Young University
4103 Life Science Building
Provo, UT 84602

Late Policy

Failure to submit the written report on the due date will result in a 2% loss of total percentage points per day, up to a 10% deduction.

The due date will not be changed. In order to meet the grade submission and graduation deadlines, the final written report must be submitted by the deadline. For students

completing internships out of town, the same deadline applies. Reports will need to be dropped off or mailed and postmarked by the due date.

T Grade Policy

Students who cannot meet the final report due date because of extenuating circumstances may apply for a T grade prior to the end of the semester. A T grade indicates that course work is still in progress and this is a 'temporary' placeholder grade until a final grade can be entered. Receiving a T grade on the internship may delay the posting of graduation. If the written report is multiple days late, it may be best to postpone graduation until the following semester rather than face significant point loss.

The T grade will be changed to a regular letter grade once the student completes the internship and submits the final report. The T grade will expire after 12 months, at which time a letter grade must be entered. The letter grade will be based on what the student has submitted. If no work is submitted, the student may fail and have to repeat the internship again.

The T grade is to be used at the department's discretion in the following cases:

- When the calendar start and end dates of student's internship do not coincide with the start and end dates of a semester or term.
- When a student is participating in an internship that extends across multiple semesters for terms. The student may enroll for the entire number of internship credits during the first semester or term and receive a T grade until the student completes the internship hours and report, at which time the T grade will be changed to a letter.
- When, in rare cases, students are not able to complete all the required hours for an internship because the internship provider does not have enough meaningful work for the student to complete for a period of several weeks. In such a case, a T grade may be given while the student completes additional work to achieve the required hours.
- When family or individual circumstances dictate that the student must take a temporary leave of absence from the internship, but is able to resume work as quickly as possible.

When students are enrolling for an internship that can reasonably be completed by the due date, the student should not believe that they will be granted a T grade just because their work piles up and it is difficult for the student to finish by the end of the semester.

The T grade is not to be used like the incomplete grade, simply to give students a little more time to finish up work that should have and could have been completed within the boundaries of a regular semester or term.

T GRADE PETITION

Approximately one (1) month before the written report due date, a link to petition for a T grade will be sent out via email. In this petition, students who believe they meet the criteria for a T grade will be able to provide justification for consideration by the Internship Coordinator. The Coordinator, who will determine whether or not the student is eligible for a T grade, will then review the petition. Students will receive an email with the decision.

After the deadline for the T grade petition has passed, no more T grades will be granted and all non-eligible students will receive a letter grade after the posted due date.

Section 6:

Internship Coordinator

Contact Information | 6.1

Section 6.1

Contact Information

The Department Internship Coordinator's contact information is provided below:

Office Hours

Students may meet with Stephanie by appointment. To schedule an appointment, please call the Health Science Office at (801) 422-3386.

TA Information

There is TA for the public health internship experience. The role of the TA is to send out important information to students including upcoming deadlines and answer simple questions internship students may have. However, before contacting the Coordinator or TA, students should refer to this manual for answers. The TA can be contacted via email: publichealthinternships@gmail.com

Section 7:

Internship Forms

Internship Forms Quick Table | 7.1

Form	Form Name	Details	Submitted by:	Approved By:	Form Location:	Due
A	Internship Pre-approval & Responsibilities	Completed before any internship work begins; start early	Student	Department Internship Coordinator	hs.byu.edu HS Website, Undergrad Internships, Internship Forms (submit online)	2-3 months BEFORE internship begins
B	5 major Internship Projects & Responsibilities	Outline internship responsibilities with the agency supervisor.	Student	Department Internship Coordinator & Internship Supervisor	HS Website, Undergrad Internships, Internship Forms (submit online)	2-3 months BEFORE internship begins
C	IRAMS	Internship Registration and Management System provides information about the internship agency to the University.	Student	Internship Coordinator; University Internship Office	Internship Application on myMap OR	1 month BEFORE internship begins
D	BYU Master Academic Internship Agreement	Completed only if one has not been completed in the past or if the agency is not on file. Check the database at: https://gamma.byu.edu/ae/prod/internship/cgi/InternshipProviderSrch.cgi?search_mode=lookup . If not, the student must provide the agreement to the agency. Once it is completed, the student returns it to the Department Internship Coordinator.	Agency Supervisor (if no agreement has been completed for previous interns)	University Internship Office, 5435 HBL 801-422-3337	https://intern.byu.edu/sites/intern.byu.edu/files/files/InternshipMasterAgreement.pdf	BEFORE internship begins (if applicable) Hard-copy required
E	Daily Log	The student should complete the daily log every working day of the internship. Vague descriptions of activity will result in reduction of points. An Electronic copy daily, hard copy with final written report/notebook)	Student	Reviewed when Form F is submitted	HS Website, Undergrad Internships, Internship Forms (submit online)	DAILY
F	Mid-Point Review Questions	Filled out after the student has completed ½ of his/her internship hours.	Student	Department Internship Coordinator or Internship TA	HS Website, Undergrad Internships, Internship Forms (submit online)	Once half of the hours are completed
F2	Mid-Point Evaluation of Student	Completed by Internship Agency Supervisor to assess student's progress up to this point. Viewable by student and Department Coordinator	Agency Supervisor	Reviewed by student	HS Website, Undergrad Internships, Internship Forms (submit online)	Once half of the hours are completed
G	Agency Evaluation	Interns evaluate the internship site	Student	Reviewed during grading process	HS Website, Undergrad Internships, Internship Forms (submit online)	1 week before internship hours completed
H	Final Intern Evaluation	Agency Supervisor Evaluation of the student intern	Agency Supervisor	Reviewed during grading process	HS Website, Undergrad Internships, Internship Forms (submit online)	-2 weeks before semester ends

Section 8:

Frequently Asked Questions

Starting an Internship		8.1
Credit and Hours		8.2
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Registration		8.5
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Section 8.1

Starting an Internship

1. When should I do my public health internship?

Senior year. That way, all the theory and the education you have learned in the classroom can be applied in the internship. Exception: Health Science students should do their internship earlier so they can put it on their medical, dental, optometry, or other allied health graduate applications. Because this is considered a capstone experience, ideally, students would have completed all of their undergraduate courses, “walk” in graduation ceremonies, and then complete their internship. Once the internship is done, you are employable.

2. When should I start looking for my internship?

Students should begin looking 4-6 months before they plan on doing their internship. Once a student has obtained an internship, please begin the internship approval process at least 2-3 months before the internship begins to ensure all approvals are made and you are able to register for the course on time. Failure to do so may result in delayed approvals, delayed registration, delayed start date, and may jeopardize your scholarships and/or financial aid. It is your responsibility to begin this process early, not the week of the new semester.

3. When can I begin my internship?

To receive University credit for your internship, you must complete the following classes; no concurrent enrollment:

Health Promotion: Health 100, 310, 311, 322, 330, 345, 432, 434, 439

Health Science: Health 100, 310, 330, 434, 439

Environmental/Occupational: Health 100, 310, 311, 322, 324, 330, 345, 420, 422,

Epidemiology: Health 100, 310, 311, 322, 330, 345, 440, 443

4. Do I need to sign up for a course?

Yes. If you are completing a domestic internship for credit, you will sign up for Health 496R section 1. If you are completing an international internship, you will be assigned a specific section of Health 496R through the Kennedy Center.

5. I received a D+ in one of the prerequisites for my internship. I want to retake the class during my internship. Can I do this and still get credit for my internship?

No. The purpose of prerequisites is to ensure you have achieved minimum proficiencies and gained valuable skills necessary to be an effective public health professional. You must complete all of the prerequisites with a C- or better before beginning your internship.

6. I don't want to work in public health after I graduate. Can I do my internship in a field different than public health?

No. Your major is public health; therefore, your internship must also be in public health connecting your classroom knowledge to practical hands-on experience. The primary work you will be doing must be best practices in public health and related to prevention (not treatment or business). Because you will be graduating in public health, your internship must be public health focused with a supervisor who has a background in public health vs. being a good experience for the next step (job, graduate school, etc.).

7. I attended a mandatory internship meeting six (6) months ago and I am starting my internship in one (1) month. Do I need to attend another mandatory meeting?

No. If you have attended a meeting within one (1) year of starting your internship, this will count. These meetings are held at the beginning of each major semester, in September and January.

8. Where can I look for public health internships?

The Department of Health Science website is a great place to start. The website has a list of current internship sites that are seeking interns. This list is updated weekly. The website also has a list of “Internship Recommendations”. This list is comprised of locations where students have already interned. This list is not comprehensive but does contain student reviews and recommendations. Also, the job board through Utah Public Health Careers has current job and internship opportunities that are updated each week. You can find them on Facebook.

9. If I get hired on as a full-time employee and they need me to have a degree, but I have one (1) class left, can I have that class waived?

No. There are no exceptions to this rule. You must complete all of the required courses, both General Education and Health Science curriculum, to earn your degree. This is why we encourage students to complete all of their coursework before beginning their internship.

Section 8.2

Credit and Hours

1. What counts toward my total internship hours?

Time that does count: filling out daily logs (Form E), time spent traveling between event sites and your office, time spent on daily tasks and responsibilities, time spent at/on professional development, time doing your daily log.

Time that does NOT count: commute to and from internship, time spent preparing for internship prior to registering for the internship class, and time spent writing the internship written report. Hours must be completing work at the internship, not writing about it.

2. How many credits do I have to complete for my internship?

This depends on your emphasis. Health Promotion students must complete a minimum of six (6) credit hours, but can complete up to nine (9) credit hours. Health Science is required to complete three (3) credit hours. Epidemiology may complete up to three (3) credit hours as electives. Environmental/Occupational health may complete up to nine (9) credit hours of elective credits.

3. How are credit hours determined?

1 credit hour = 42 hours of internship work

4. What if I do not finish all of the internship hours I signed up for by the end of the semester?

If you had enough hours/work to complete the internship during the semester, you will be graded based on the number of hours you completed. If your internship provider has not given you enough hours during the semester, Stephanie can assign a “T” grades based on individual circumstances. This is a temporary grade that does not affect your GPA and will be replaced by your internship grade once you complete your internship and your written report is graded.

	1 credit =42 hours	2 cr=84	3 cr=126	4 cr=168	5 cr=210	6 cr=252	7 cr=294	8 cr=336	9 cr=378
10%	4.2	8.4	12.6	16.8	21	25.2	29.4	33.6	37.8
20%	8.4	16.8	25.2	33.6	42	50.4	58.8	67.2	75.6
30%	12.6	25.2	37.8	50.4	63	75.6	88.2	100.8	113.4
40%	16.8	33.6	50.4	67.2	84	100.8	117.6	134.4	151.2
50%	21	42	63	84	105	126	147	168	189
60%	25.2	50.4	75.6	100.8	126	151.2	176.4	201.6	226.8
70%	29.4	58.8	88.2	117.6	147	176.4	205.8	235.2	264.6
80%	33.6	67.2	100.8	134.4	168	201.6	235.2	268.8	302.4
90%	37.8	75.6	113.4	151.2	189	226.8	264.6	302.4	340.2
100%	42	84	126	168	210	252	294	336	378

5. When do my internship hours start?

Hours may count when you have completed Forms A-D, registered for Health 496R section, your name appears on the roll, you have paid tuition, and the semester has started.

6. An agency wants to hire me as an intern, but I have not finished all of the required courses for my internship. Can I receive retroactive credit?

No. This is a University policy. Unfortunately, there are no exceptions.

7. I am moving out of the state for my spouse's grad school, job, etc. May I take additional elective credits and opt out of the Health Science internship?

No. This is a mandatory requirement for Health Promotion and Health Science students. Students in Epidemiology and Environmental/Occupational may complete an internship for elective credit, but it is not a requirement for graduation. You cannot get out of completing a requirement for graduation.

8. My internship supervisor said that I could start my internship before the semester started. Can I count these hours towards my internship?

If you have completed forms A-D, you are registered for Health 496R section, and you have already paid tuition, you can start your hours prior to the beginning of the semester. If you would like to do this, please contact Stephanie so she can make a note in your file.

9. I am behind on my hours and have little time to finish my internship report before the due date. Can I have an extension?

The final report due date is firm. You may spread the internship over 2 semesters, but if you plan to complete it in one semester, you will be held to deadline. Late report submissions result in a 2% point loss per day. If you must mail your notebook to the internship coordinator, the postmark must be by the internship notebook due date. You can request a T grade using the T grade petition a month before the end of the semester, but these are decided on a case-by-case basis and are not guaranteed.

Section 8.3

Forms

1. My Form A was approved, but the website will not let me jump ahead to other forms.

Although your Form A may be approved, this does not mean your internship is approved. The final approval of your internship comes when the Internship Coordinator and agency supervisor both approve Form B. Forms are sequential and should be completed as such.

2. Another student has completed an internship at the same location as my internship. Do I need to create another Master Agreement (Form D)?

No. If BYU already has a master agreement on file for that location, you do not need your supervisor to sign a new one.

3. What is Form A?

Form A is a DEPARTMENT FORM for internship site pre-approval. The purpose of this form is for the internship coordinator to determine if the internship you are applying for is appropriate for the public health credit. Just because Form A is approved does not mean

your internship is approved. Approval is complete after Form B is approved. Be sure to submit your supervisor's correct contact information on Form A.

4. What is Form B?

Form B is a DEPARTMENT FORM that outlines the major responsibilities and the projects you will work on/complete during your internship. Both the internship coordinator and your internship supervisor must approve this form.

5. What is Form C?

Form C is a UNIVERSITY FORM called IRAMS (Internship Registration and Management System). For questions regarding IRAMS, please refer to intern.byu.edu. There is a hold on your registration until the coordinator and University approve this form.

6. What is Form D?

Form D is a UNIVERSITY FORM called the Master Agreement. If a student has already interned at the same location as you, you will not need to complete a new Master Agreement. If you are interning at a new location, you will need to provide the agency with the Master Agreement for signature. Once they have completed the Master Agreement, you will need to scan and email it to the internship coordinator or Adrienne Chamberlain in the University Internship Office.

7. What is Form E?

Form E is your daily log. Do not submit Form E until your internship hours are completed. Form E must be filled out every day you work at the internship. DO NOT keep this in a Word or Google doc. It MUST be kept online in form E. Please note: the time you spend on Form E does count towards your internship hours. Please spend the last 15-20 minutes of each day filling out your daily log so that it is appropriately dated and detailed.

8. What is Form F?

Form F is your midpoint evaluation. You will report on the progress of the five (5) responsibilities as outlined in Form B. If you have any questions at that point, you are encouraged to report them in Form F.

9. What is Form F2?

Form F2 is a midpoint evaluation that your internship agency supervisor will complete and assess your performance up to that point. It is viewable by the student to make adjustments as needed.

10. What is Form G?

Form G is your agency recommendation form. You can choose whether or not this form is anonymous. Your response will be posted to the Department of Health Science website for the benefit of future students. Maintain your professionalism on this form.

11. What is Form H?

Form H is your supervisor evaluation form. This form is worth 40% of your total grade. Your internship supervisor must complete this form using the original NetID and password they created at the beginning of the internship. Please send the link (by pushing “send to supervisor”) at least 2 weeks before the end of the semester.

12. How does my supervisor approve Form B?

Your supervisor must approve your Form B on the Health Science website (hs.byu.edu). Your supervisor will be sent an email with a link. This is why it is crucial you enter their email correctly in Form A. For those who do not have a NetID, they will need to create one at byu.edu. Directions for creating a NetID can be found in this manual on page 66.

13. Do I need to schedule an appointment with Stephanie at midpoint?

No, your midpoint evaluation is completed online using Form F. You do not need to meet personally with her. She or her TA will review Form F and your daily log, Form E, and provide feedback if needed.

14. When do I submit Form E?

You will need to submit Form E when you are completely finished with your internship hours. Please do not submit Form E until you are done with all of your internship hours.

15. How does my supervisor complete Form H?

You must send your supervisor a link that you can access on your Form H tab. Your supervisor will go to this link and log in with their BYU NetID and password. If your supervisor does not remember how to log in to their BYU account, they must call OIT (801)-422-4000. Do not let them create a new ID or password as this will not work in our system. It can be recovered by calling OIT.

16. Will my supervisor need to use their login after they complete my Form B approval?

Yes, they will also need it for the midpoint evaluation, form F2 and the final evaluation, Form H.

17. How does my supervisor get a NetID (same as myBYU login)? What if they lose their NetID?

Please refer to this internship packet, page 66, “Creating a NetID and Password”. Refer to the “Retrieving a NetID and Password” section if they have lost their NetID and password. Their original ID is programmed into the system and it will take time to re-program the system if they create a new one. Do not encourage or allow them to create a new one.

Section 8.4

Daily Logs

1. Must the daily log (Form E) be filled out daily?

Yes. Each entry is time stamped and dated so the Internship Coordinator will know when you are not entering it daily. Not entering logs daily may result in a loss of points.

2. What is Form E?

Form E is your daily log. Do not submit Form E until your internship hours are completed. Form E must be filled out every day you work at the internship. Please note: the time you spend on Form E **does** count towards your internship hours. Please spend the last 15-20 minutes of each day filling out your daily log so that it is appropriately dated and detailed.

3. How do I know if I am doing my daily logs (Form E) correctly?

If you would like someone to evaluate your Daily Logs (Form E), please contact the internship TA at publichealthinternships@gmail.com. The TA will individually evaluate your progress on your daily logs thus far. Your daily log will also be reviewed/evaluated when you submit Form F.

4. When do I submit Form E?

You will need to submit Form E when you are completely finished with your internship hours. Please do not submit Form E until you are done with all of your internship hours.

5. How can I get a copy of Form E?

When you log into your Form E, there is an option at the top of the page to download your Daily Log (Form E) into .pdf format. If you are experiencing technical difficulties, please contact the internship TA at publichealthinternships@gmail.com or the internship coordinator at stephanie_lutz@byu.edu.

6. What should be in the “Application” section of the Daily Log?

The Daily Report/Application section of your daily log is the most important section. This section requires you to explain the ‘how’ and ‘why’ of your internship. You should explain why your responsibilities are important, how this relates to public health as a whole, how your internship is connecting the dots between theory (classroom) and practice (internship/work), and how your work relates to your future in public health. Be sure to write 4 to 6 sentences every day.

7. What should be in the “Competencies Used” section of the Daily Log?

The Competencies Used section needs to include at least one (1) of the 10 Essential Public Health Services and/or one (1) emphasis specific competency (listed in the internship packet). In addition to listing these, you will need to write 4-6 sentences, briefly describing how you used these competencies.

Section 8.5

Registration

1. Do I need to sign up for a class?

Yes. If you are completing a domestic internship for credit, you will sign up for Health 496R section 1. If you are completing an international internship, you will be assigned a specific section of Health 496R through the Kennedy Center.

2. I was not able to sign up for my internship until after the add/drop deadline. Can I still sign up for the internship this semester?

Yes. You must complete Forms A-D. Once your IRAMS application is approved, the Registrar's office will automatically add Health 496R to your schedule.

Section 8.6

Written Reports

1. What are the photos I am uploading going to be used for?

The Department of Health Science will use the photos you upload internally. These photos may be used on the department website or department fliers.

2. Can my internship notebook be placed in a 3-ring binder?

No. Internship notebooks must be spiral bound. The requirements for the required format are both outlined in the internship rubric and the internship packet.

Section 8.7

Grading

1. How will my internship be graded?

Your internship grade is based on the written report requirements (see Written Report Format). Your written report will be turned in five (5) days before the end of the semester. This written report is required of all interns.

2. How much influence does the internship coordinator have on my internship grade? How much does my internship supervisor have?

The internship coordinator's evaluation is worth 60% of your grade. The internship supervisor's evaluation is worth 40%. You cannot receive a grade unless both evaluations are collected.

3. If I get hired as a full-time employee, will this increase my internship grade?

No. Although we congratulate you on this achievement, your grade is based solely on the internship rubric provided online and in the internship packet.

4. Where can I find the guidelines for preparing my final report for grading?

The Written Report Format found on page 39 of this manual outlines all the expectations for the final report. Following this format will ensure a higher grade than if you do not. If you have more specific questions after reading the aforementioned requirements, please contact the internship TA at publichealthinternships@gmail.com or the Internship Coordinator at stephanie_lutz@byu.edu.

Section 9:

Breakdown of Responsibility

Internship Responsibilities | 9.1

Section 9.1

Internship Responsibilities

Student Intern Responsibilities

- Research, identify, locate and secure your public health internship.
- Look for internships at primary public health agencies whose work reflects best practices and theory driven research in public health. Internships must be congruent with the departmental approved curriculum, particularly the emphasis core.
- Make initial contact with the agency (via email, phone or in person) in order to gain acceptance as an intern at that agency.
- Work with an on-site internship supervisor who has a degree in public health (or a closely related field) and at least six (6) months experience. This is to ensure the supervisor can accurately evaluate your work as an intern based on the 10 Essential Public Health Services and emphasis specific competencies. Their evaluation of your work is 40% of your total grade. Therefore, it is essential they have a solid background in public health for accurate evaluation. Upon acceptance, it is the responsibility of the student to submit Form A (pre-Approval form) online, including accurate information about the supervisor (contact information, degree) and as much information about the internship responsibilities as they relate to the 10 Essential Public Health Services and emphasis specific competencies.
- Provide the agency supervisor with student and supervisor responsibilities at the beginning and throughout the internship, including assisting supervisor in securing myBYU account information, outlining 5 major responsibilities/projects to be worked on during the internship, approval of Form B, final evaluation (Form H), and any other internship related issues that present during the internship.
- Complete University Internship forms including IRAMS (Form C) and the Master Agreement (Form D) in a timely manner so the University can remove the hold on your registration before the start of the semester.
- Register and pay tuition for the internship prior to the beginning of the internship. Your name must appear on the roll before internship hours can be counted and prior to receiving credit and a final grade.
- If you add the internship late (after the first day of class), it is your responsibility to work quickly through the approval process and add the class prior to the add/drop deadline. If you do not make that deadline, it is your responsibility to obtain IRAMS approval first and then complete the petition form including signature of internship coordinator. Once that form is submitted and approved by the Registration Office, you will automatically be added to the internship.
- Complete a log entry each day of the internship, including a reporting of the day-to-day tasks, a listing of the services and competencies used, and give thorough

examples of how your classroom knowledge applies in a real world setting in public health.

- Complete a midpoint evaluation (Form F) online when half your hours are complete.
- Submit your agency recommendation (Form G) online near the end of the semester before written notebooks are due.
- Send the final evaluation form to your internship supervisor at least 2 weeks before the end of the semester to give supervisors sufficient time to complete. This evaluation is 40% of your grade. You will not receive a final grade until your supervisor completes this form. This may delay graduation if this form is not submitted in a timely manner.
- Prepare of written report of your internship experience in the form of a notebook. It must be submitted 5 days before the last day of University classes, before reading and final days. Failure to submit on time will result in loss of points, T grade, and/or delayed graduation.

Internship Coordinator Responsibilities

The Internship Coordinator is Stephanie Lutz. Her contact information can be found in Section 6 of this packet.

- Provide resources for students to identify good opportunities for public health internships. This may include internship postings on the department website, weekly department newsletter, and/or posting to our social media outlets. It may also include one-on-one internship advising appointments as needed.
- Follow up with the agency supervisor to clarify any questions about student, department, and supervisor responsibilities.
- Approve or deny Form A (pre-approval) based on student qualifications including completion of prerequisite courses with a C- or greater, attendance at a mandatory internship meeting, internship acceptance at a primary public health agency and approval of internship responsibilities.
- Approve/deny Form B, Form C (IRAMS) and Form D (Master Agreement) in a timely manner to allow students time for edits, changes, and resubmissions. It is also the responsibility of the coordinator to communicate any and all concerns regarding the internship approval process in order to trouble shoot any issues together.
- Sign petition forms after University IRAMS approval for students who start the internship process late. Once submitted to the Registration office and approved by the University, students will automatically be registered for the internship.
- It is the responsibility of the internship coordinator (or internship assistant) to review the midpoint evaluation (Form F), the daily log (Form E), and provide feedback to students.
- Work with the student to resolve any issues brought up in the midpoint evaluation (Form F).
- Provide guidelines in the form of a grading rubric for students to follow when

preparing their written report. The grading rubric can be found on the department website and in the internship packet. Student will also be emailed a copy toward the end of the semester.

- Stay in communication (via email, phone, in person, or text) with the student and their agency supervisor throughout the semester and resolve any issues that arise.
- Evaluate and provide a final grade for the internship work presented in the written report. Upon submission, the coordinator will confirm receipt of written report. The coordinator will also meet the grading deadline to ensure final grade submission and graduation deadlines.
- Answer questions (if any) regarding the final grade for the internship. Agency supervisor's portion is 40% of total grade; internship coordinator is the remaining 60% of the grade. Agency supervisor grades and comments will remain anonymous.
- Oversee the entire internship process for all Department of Health Science internship students including form submissions, approval, registration, feedback, evaluation, and final grade submission.

Section 10:

Net IDs and T-Grades

Net IDs | 10.1

T-Grades | 10.2

Section 10.1

Net IDs

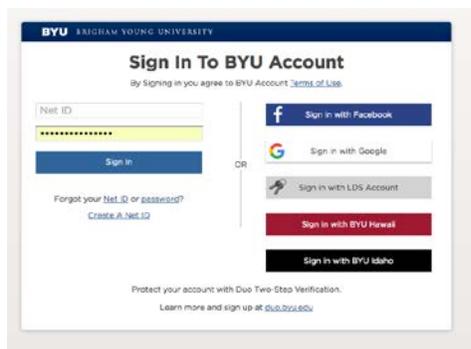
Creating a Net ID and Password

The following are instructions for creating a new Net ID and password.

1. Go to the BYU homepage, www.byu.edu



2. Click on the button on the top right that says “myBYU”
3. Clicking the “myBYU” button, it will take you to the Net ID sign in page.
4. Supervisors can “Create a Net ID” or “Sign in with Facebook”, “Sign in with Google”, “Sign in with LDS account” or use BYU-H or BYU-I sign ins.



The image shows a screenshot of the BYU Net ID and Password creation interface. At the top, it says "BYU BRIGHAM YOUNG UNIVERSITY" and "Net ID and Password". Below that, it says "Welcome to BYU Net ID Creation". The form has several sections: "First and Middle Name(s)", "Last Name", and "Suffix" (with a dropdown arrow); "Preferred First Name SSN" and "Gender" (with radio buttons for Male and Female); and "Date of Birth" (with dropdowns for Month, Day, and Year). A "continue" button is at the bottom.

5. If “Create a Net ID” is chosen, be sure to enter the appropriate information (Social Security numbers are NOT required).
6. You will be redirected to create a password associated with your new Net ID. Please be sure to keep your Net ID and password for future reference. Please do not create another Net ID as this will conflict with the programming. If lost or forgotten, please call OIT at 801-422-4000.

If you have questions regarding retrieving a Net ID, please refer to the “Retrieving your Net ID and Password” directions found below.

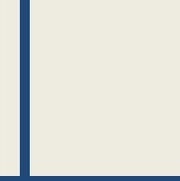
Section 10.2

Directions for T-Grade

T-Grades

Several weeks before the end of the semester, shortly after the time that Form F (Midpoint evaluation) is submitted, a petition for a “T”-grade email will be sent out. Some students fall behind during the semester and discover at the time of midpoint evaluation that they have not completed half of their hours. If you determine that you will not complete your hours by the end of the semester, you have the option to petition for a T-Grade by filling out a simple form. In this form, justification must be provided as to why the student has fallen behind and a deadline date can be set.

If the Internship Coordinator grants you a “T” -grade, that “T” grade will stay on your transcript until you submit your written report. Once evaluated, your “T” grade will be replaced with a letter grade. “T” grades expire after 1 year (12 months) at which time a letter grade must be put in its place.



International and Area Studies

IAS 399R

IAS 399R Syllabus

Circumstances might prevent some students from relocating for an internship. Good opportunities are available in Provo and other nearby cities. Talk to friends, family, faculty, and advisors to find the best fit for you.

Once you have found a domestic internship, complete the following steps in order to receive academic credit for your experience.

BEFORE YOUR INTERNSHIP

Step 1: Receive Permission from a Faculty Coordinator

If you want your internship credit to be applied toward a major or minor requirement, you must obtain written permission from the faculty coordinator for your major or minor. Your faculty coordinator will determine whether your internship experience aligns with the academic goals of the major or minor and will work with you to decide where the credits will count. You must receive this approval before your internship begins.

Step 2: Complete the Master Agreement

University policy requires all internship providers to have a master agreement with the university. If your organization has had BYU interns before, this agreement may already be on file.

Check BYU's internship database to see if your organization has a master agreement on file. If there is not a current master agreement on file, you will need to have your internship provider complete one before you may register for your internship credit. If you have any questions, contact the Advisement Center at (801) 422-3548 or kennedy_advisement@byu.edu.

Step 3: Find a Faculty Mentor

Select a faculty mentor who will serve as an additional resource to enrich your internship experience with academic components. The faculty mentor you select will be responsible for grading your academic efforts during the course of your internship and assigning 65 percent of your final grade.

When you are considering a potential mentor candidate, select a professor with whom you already have an established relationship and whose area of expertise is relevant to your internship experience. Provide your faculty mentor with the following documents:

- **Faculty Mentor Instructions**
- **Course Contract**
- **Grade Submission/Evaluation Form**

Step 4: Apply for an Internship

Apply for your domestic internship online by logging into myBYU; type “intern01” in the quick URL box to reach the application. Submit an internship application for every semester or term you will be completing. The class you will register for is “IAS 399R,” and Melissa Neilsen is the internship coordinator. Make sure you save each of the sections, then click “Submit.”

Step 5: Meet with Domestic Internship Coordinator for Pre-Internship Orientation

To schedule an appointment, go to room 273 HRCB or call (801) 422-3548. When you come in for your scheduled appointment, bring the following completed documents:

- Course Contract (see Step 3)
- Master Agreement (see Step 2)—if there is an agreement on file, you do not need to bring another one.

The online application submitted in Step 4 will not be approved until you have met with the domestic internship coordinator and completed the required documentation.

In this meeting the coordinator will explain the expectations of the internship, how grading will be calculated, and other relevant topics.

Step 6: Register for IAS 399R

Once your preliminary paperwork and application is processed, you will receive an e-mail from the university internship office clearing you to register for the internship. Register for IAS 399R.

Please remember to register for the class as soon as it is available. If you fail to add the correct class, you will not receive credit for your internship.

DURING YOUR INTERNSHIP

Step 7: Internship Provider Information

Your internship provider determines 35 percent of your grade. Give the following documents to your supervisor at your internship, and remember to have the provider submit the completed forms at the end of your internship:

- **Experience Provider Instructions**
- **Intern Evaluation Form**
- **Intern Attendance Record**

Step 8: Regular Reflections

You will need to send the domestic internship coordinator an email once every 3 weeks of your internship. In the email please include a short paragraph reflecting on what you are learning and how you are benefitting from your internship. The email address of the internship coordinator was given during your pre-internship orientation meeting.

AFTER YOUR INTERNSHIP

Step 9: Submit Documents

After you have completed your internship, it is your responsibility to make sure all the required documents are submitted to the domestic internship coordinator.

Attendance Record with signature (see Step 7) = 20% of final grade

Completed Intern Evaluation form (see Step 7) = 15% of final grade

Completed Grade Submission Form (see Step 3) = 65% of final grade

Step 10: Complete Exit Survey

Near the end of your internship experience, the internship coordinator will e-mail you a link to the Internship Exit Survey. The purpose of the survey is to help you to reflect on and evaluate your internship experience and to provide information that will improve future internship opportunities for other students. This survey helps us assess the quality of your internship experience and an evaluation of

your internship provider. We hope you will take time to thoughtfully complete the survey. Your grade will not be submitted until you have completed the survey.

Submitting grades: After all 3 forms are turned in and the exit survey is completed, the internship coordinator will tabulate your points and assign grades on the following scale:

Letter grade percentages:

A 94-100	C 73-76.9
A- 90-93.9	C- 70-72.9
B+ 87-89.9	D+ 67-69.9
B 83-86.9	D 63-66.9
B- 80-82.9	D- 60-62.9
C + 77-79.9	E 0-59.9

IAS 399R FACULTY MENTOR INSTRUCTIONS DOMESTIC IAS Internship

Thank you for your willingness to direct an IAS student's internship experience. Due to the structure of the Kennedy Center majors, we do not have department faculty to oversee student internships and we greatly appreciate your assistance in this matter. As a faculty mentor you will be responsible to advise, provide support, and create an academic structure that will complement and facilitate the student's internship. In order to receive academic credit for an internship, it must be both scholastic and a useful pre-professional experience. The following is a set of instructions and standard requirements that may be modified according to the needs of the student you are mentoring and at your discretion.

MAINTAINING CONTACT

Frequently, students lose contact with their mentor over the course of their internship and the mentor is unable to determine their progress. Although this is left to your preference, we strongly encourage you to set guidelines of communication where the student checks in with you at an appropriate frequency during the internship. This will create academic structure for the student and help you as the mentor when it is time to determine the grade for the internship.

REQUIREMENTS FOR IAS 399R COURSE CONTRACT

Complying with the Office of Academic Internship requirements, the Kennedy Center developed a model course contract to use as a guideline to follow. If any changes are made, please make sure the course contract reflects those changes. Keep in mind the university requires: **1) text and/or readings; 2) papers and/or reports; and 3) projects and/or a research paper.** We recommend setting different due dates for each assignment that are most convenient for you, though **all coursework must be completed and submitted no later than one semester (or two terms) after the internship is completed.**

1. Required Reading (15%)

Students enrolled in IAS 399R are required by the department to read a minimum of 1,000 pages of readings per 3.0 credit hours. Please make note of the number of credit hours the student wants to receive and plan accordingly. Discuss with the student the type of internship he or she will be participating in and what type of academic goals they have in mind. The readings selected should relate to the field or industry of the internship or any other appropriate topics or sub-topics.

2. Internship Report (15%)

Students are required by the department to submit a 4–8 page report detailing the nature of their experience, internship goals, personal objectives, lessons learned, etc. The format for this report is the decision of the faculty mentor and the student. It is important that this reports include reflections on the internship experience.

3. Research Paper (30%)

Students are also required to write a final 12–15 page major research paper related to their internship, with proper referencing. **This is not a report of what the student did or a daily journal narrating his/her experiences but rather a substantial academic research paper.** The student should use his/her required reading as a primary source for the research paper.

4. Final Interview and Student Evaluation (15%)

In addition to the coursework, we suggest that a final interview be conducted between you and the student to assess the trajectory of the internship, how academic goals were met, to collect any coursework, and to complete the student evaluation. This interview may take place via telephone if circumstances do not allow for a personal meeting.

GRADE SUBMISSION

The suggested weight of each course requirement is listed above, as well as on the course contract, but it may be modified to your discretion. Notice that you determine 65% of the grade, while the experience provider determines 35% of the grade. **If you decide to give a grace period of one semester (or two terms) after the internship to complete the course requirements, the student should be responsible to meet those deadlines, otherwise appropriate grade reductions should apply.** Once the grade is determined, fill out the IAS 399R grade submission form included in this packet. The **Grade Submission/Student Evaluation Form** and student's coursework should be mailed (273 HRCB) or emailed (melissa_neilsen@byu.edu) directly to the Domestic Internship Coordinator for calculation of the final grade and for our records. **The student will receive a "T" grade until the grade form, evaluations, and coursework are received.**

Questions or concerns?

Domestic Internship Coordinator, 273 HRCB, Phone: (801) 422-3548, E-mail: melissa_neilsen@byu.edu.

IAS 399R COURSE CONTRACT

DOMESTIC IAS Internships

Student Name: _____ Student ID#: _____ - _____ - _____
Semester/Term Enrolled: _____ Year: _____ Number of Credits: _____
Internship Starting Date: _____ Concluding Date: _____

REQUIREMENTS FOR 3.0 credits of IAS 399R

- | | Due Dates |
|--|-----------|
| 1. Required Reading (15%): Select a minimum of 1,000 pages of readings per three credit hours on culture, history, language, business, media, or related topics. Some of these readings should be incorporated into your research paper. Obtain your faculty mentor's approval before reading. Include an annotated bibliography (1–2 paragraph description of reading, and number of pages read). | _____ |
| 2. Internship Report, 4–8 pages (15%): Create an internship report that covers in detail your goals and objectives for the internship, activities, contacts, achievements, and challenges. This is an ongoing project to be worked on throughout your internship, reflecting your experiences chronologically. Part of your report should be a conclusion for each of these areas as well as an over all synopsis of your total experience. Each subject should be covered in-depth and with an eye as to how it will be of assistance to your professional and personal future. Supplemental multimedia formats that fully incorporate your internship experience are welcomed (PowerPoint, photos, etc.). | _____ |
| 3. Research Paper, 12–15 pages (30%): Write a final research paper per three credit hours related to a topic you have some experience with from your internship. This must be a major paper of high quality on an important topic, with proper referencing. Ideally, your paper should be of value to your internship supervisor or organization. Consult with your faculty mentor to identify a suitable topic. | _____ |
| 4. Final interview and student evaluation (15%): | _____ |

Late policy: _____

* Examples: "No late work will be accepted;" or "There will be a 10% grade reduction for each week late."

I understand and agree to my responsibilities as a student and an intern. I agree to complete the above-named course requirements by the due dates specified. I also understand that 65% of my final grade is determined by my faculty mentor, and the other 35% is determined by my experience provider. It is my sole responsibility to make certain all documents are submitted in a timely manner to the Domestic Internship Coordinator so a final grade can be submitted for the course.

Student intern signature

Date

I understand and agree to my responsibilities as a faculty mentor. I will provide support and create an academic structure that will complement and facilitate the student's internship experience. I understand that I am responsible for 65% of the final grade and will submit the grade submission/student evaluation form and course assignments to the Domestic Internship Coordinator in 273 HRCB after grading.

Faculty Mentor signature (responsible for evaluating work)

Date

Faculty Mentor name (print)

IAS 399R GRADE SUBMISSION/STUDENT EVALUATION FORM

Student Name: _____ Student ID#: _____ - _____ - _____

Semester/Term Enrolled: _____ Year: _____

Internship/Experience Provider: _____

INSTRUCTIONS: Please circle the appropriate ratings in the student evaluation section, making any additional comments. Decide the number of points awarded for each assignment and calculate the total number of points (maximum 75 possible). Submit completed form and coursework to: Domestic Internship Coordinator in 273 HRCB or email the form directly to melissa_neilsen@byu.edu

	Poor	Below Average	Average	Above Average	Excellent
Student's communication with mentor was in a timely manner.	1	2	3	4	5
Assignments were completed and submitted in a timely manner.	1	2	3	4	5
Student's willingness to undertake/complete assignments.	1	2	3	4	5
Additional Comments:					

STUDENT EVALUATION

GRADE

Assignments	# of Points Given
Required Reading (15 points)	_____
Internship Report (15 points)	_____
Research Paper (30 points)	_____
Student Evaluation—see above (15 points)	_____
Total # of Points (maximum 75 points)	_____

This will constitute 65% of the student's final grade. The remainder will be calculated from the experience provider's evaluation of the intern and the student's internship attendance record.

Note: If the faculty mentor is allowing the student a one semester (or two terms) grace period, the student will be given a "I" grade until the grade form, evaluations, and coursework are received.

Faculty Mentor's Signature: _____ Date: _____

Faculty Mentor's Name (Please Print): _____ Phone Ext: _____

Department: _____

IAS 399R EXPERIENCE PROVIDER INSTRUCTIONS

DOMESTIC IAS Internships

Thank you for your willingness to accept a Kennedy Center student as an intern with your organization. As an experience provider we ask that you mentor, provide support, and create a structure that will complement the student's learning experience during their internship. In order to receive course credit for an internship, our department requires academic coursework along with your feedback and evaluation. The following is a set of instructions and expectations that our department requires from the experience provider, as well as the student's academic expectations that a Brigham Young University faculty member oversees and grades.

ATTENDANCE AND INTERN EVALUATION

We feel that as the experience provider, your feedback concerning the intern's performance at your organization is vital to his/her development and transition into the workforce. In order to reflect this importance, your organization is responsible for part of the intern's final grade for the course. Due to possible limitations in your time we only require an **attendance record** and an **evaluation** for the intern. Based on your evaluation of the intern and the grade for their academic coursework, our department will calculate the final grade for the course. The grade will be calculated as follows:

Experience Provider Section:

1. Intern Attendance Record (20%)

We want our interns to be an integral part of your organization's success, and in order to do so they need to be fulfilling their time commitments to your organization. The **attendance record** will insure that your organization benefits from their attendance, and allows our office to determine that the intern has fulfilled the necessary hours in order to complete their internship requirement. Our office requires 50 hours of internship work per credit hour received from the university. Your intern has signed up for _____ **credit hours** with our office for a **total of _____ hours of work required.**

2. Experience Provider Evaluation of Intern (15%)

Like regular employee reviews, this evaluation will let our office know how the intern functioned as a member of your team. We ask that you review the intern's competence in their assigned job, professionalism, interpersonal relations, and personal attributes, as well as their overall effectiveness while with your organization. If you desire, please feel free to share this evaluation with the intern during an exit interview to let them know how they performed as a member of your team.

Academic Section:

The course requirements were determined by the university and the department in order to optimize the intern's learning experience. The intern's faculty mentor is responsible to evaluate the student's academic coursework and submit an appropriate grade.

1. Required Reading (15%)

2. Internship Report (15%)

3. Research Paper (30%)

4. Final Interview and Academic Student Evaluation (15%)

GRADE SUBMISSION

Notice that you determine 35% of the grade, while the faculty mentor will determine 65% of the grade. Please complete and sign the **Intern Attendance Record** and **Experience Provider Intern Evaluation** forms included in this packet. (Please note that in place of the Intern Attendance Record, our office will gladly accept any form of attendance record or time punch record that your organization currently employs.) The attendance record and evaluation should be signed and sent or faxed to the Internship Coordinator for calculation of the final grade and for our records. **The student will receive a "T" grade until evaluation, and attendance are received. This means that although the student will not be penalized on their overall university GPA, they will not receive credit towards graduation.**

QUESTIONS OR CONCERNS?

Domestic Internship Coordinator
273 HRCB
Provo, UT 84602
Phone: (801) 422-3548
E-mail: melissa_neilsen@byu.edu



INTERN ATTENDANCE RECORD

Name of Intern: _____ Student ID#: _____ - _____ - _____

Internship Starting Date: _____ Concluding Date: _____ *Total Internship Hours needed = credit hours requesting _____ X 50hrs = _____ hrs*

Instructions: Please mark the number of hours the intern worked each day on the chart below. Calculate the total number of hours worked each week and the total internship hours. The total internship hours should be greater than or equal to the total internship hours needed (calculated above). At the conclusion of the internship, send the signed attendance record to: Domestic Internship Coordinator, 273 HRCB, Brigham Young University, Provo, UT 84062 or email melissa_neilsen@byu.edu. Note: We will accept any attendance record your company uses, however be sure to include the intern's name, student ID#, supervisor's name and signature, and company's information.

Week	Dates	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	Total Hours
1	to								
2	to								
3	to								
4	to								
5	to								
6	to								
7	to								
8	to								
9	to								
10	to								
11	to								
12	to								
13	to								
14	to								
15	to								
16	to								
Total Internship Hours									

Supervisor Signature _____ Date _____

Supervisor Name (Please print) _____

Company Name _____
 Address _____
 Phone _____
 E-mail _____



EXPERIENCE PROVIDER INTERN EVALUATION

Name of Intern: _____ Student ID#: _____ - _____ - _____

Internship Starting Date: _____ Concluding Date: _____

Instructions: Please circle the appropriate rating for each category. If it does not apply, please write "not applicable" under comments. **Use current and past interns as the comparison group.** Submit completed form to: Domestic Internship Coordinator, Brigham Young University, 273 HRCB, Provo, UT 84602 or email melissa_neilsen@byu.edu

SUMMARY OF JOB PERFORMANCE:	Poor	Below Average	Average	Above Average	Excellent	Comments
Competence in the Job:						
Decision-making Skills	1	2	3	4	5	_____
Organizational Skills	1	2	3	4	5	_____
Attention to Detail	1	2	3	4	5	_____
Productivity	1	2	3	4	5	_____
Initiative	1	2	3	4	5	_____
Creativity	1	2	3	4	5	_____
Communication, Verbal	1	2	3	4	5	_____
Communication, Written	1	2	3	4	5	_____
Professionalism:						
Personal Appearance	1	2	3	4	5	_____
Attitude	1	2	3	4	5	_____
Punctuality	1	2	3	4	5	_____
Dependability	1	2	3	4	5	_____
Confidentiality	1	2	3	4	5	_____
Adaptability	1	2	3	4	5	_____
Interpersonal Relations:						
Client Relations	1	2	3	4	5	_____
Staff Relations	1	2	3	4	5	_____
Empathy	1	2	3	4	5	_____
Cooperation	1	2	3	4	5	_____
Friendliness	1	2	3	4	5	_____
Personal Attributes:						
Enthusiasm	1	2	3	4	5	_____
Persistence	1	2	3	4	5	_____
Assertiveness	1	2	3	4	5	_____
Emotional Stability	1	2	3	4	5	_____
Motivation	1	2	3	4	5	_____
Overall Rating of Intern	1	2	3	4	5	_____

Please comment on the overall performance of the intern in reference to the initial job performance objectives that were established before the internship.

Supervisor Signature _____ Date _____

Would you like another intern?

- Yes
 Not at this time

Supervisor Name (Please print) _____

If yes, the internship coordinator will contact you via phone or e-mail about your intern application and hiring process.

Company Name _____
 Address _____
 Phone _____
 E-mail _____



Instructional Psychology & Technology

IP&T 599R

IP&T 599R - IP&T Internship

Fall 2017

Section 001: 359 MCKB on W from 11:00 am - 11:50 am

Section 002: 359 MCKB on W from 1:00 pm - 1:50 pm

Instructor/TA Info

Instructor Information

Name: Jason McDonald

Office Location: 150-E MCKB

Office Phone: 801-422-3674

Office Hours: Thu 12:00pm-2:00pm

Email: jason@byu.edu

Course Information

Description

Internship experiences allow students to reinforce skills and principles learned through their coursework as well as to develop additional practical expertise. Consequently both master's and doctoral students in the IP&T program are required to take internship credit.

The internship is a "real world" work experience under the supervision of a qualified professional. The student performs work on a professional level for a client who may or may not be within the university community. The internship may or may not involve remuneration.

To obtain a wide variety of work experience, all IP&T graduate students are urged to become involved in some type of internship experience often while in the program. Master's students are required to register for a minimum of 3 credit hours of internship, while doctoral students must register for a minimum of 6 credit hours of internship. During the course of the semester/term you must complete a minimum of 42 hours of work for each credit hour of internship for which you register (84 hours for a 2-credit internship; 126 hours for a 3-credit internship).

To meet this requirement students may register for 1-3 credit hours of IP&T 599R during any semester or term. You may not register for more than 3 credit hours of internship per semester/term, regardless of how many hours you work for the internship provider.

Current employment may count towards internship credit provided you explain in writing as part of your contract how you will augment your normal experience during the semester/term in which you receive credit. Your internship supervisor will also certify that you completed these supplements as part of the grading process. This is to ensure that you are receiving academic credit for a learning experience that stretches you (similar to students who receive internships for new work experiences), and not just for work you would have done regardless of your student status. In exceptional cases, and with prior approval of the internship coordinator, your standard work assignment(s) may count for internship credit without additional modification. Examples of how you could extend your current assignments include (but are not limited to): seeking additional mentoring from your supervisor or a more experienced employee with whom you do not normally interact; contributing to a project outside your common work assignments; meeting with a member of the

faculty 3-4 times throughout the semester to help connect your work experiences to the academic side of the field; or coaching other members of your team on knowledge/skills learned in your IP&T courses.

During their graduate program, students should select a wide variety of internship experiences. Ideally they should identify internship experiences in each of the major areas of the program: instructional design, evaluation, measurement, research, and teaching. They should avoid doing all of their internship work with one organization or individual. In addition, they should consider internship experiences that relate to their career goals. Research and teaching internships are especially important for those interested in an academic career.

Learning Outcomes

Apply skills

Apply skills learned through coursework in a real-world setting, where you will receive evaluative feedback from internship sponsors.

Develop expertise

Develop greater expertise in a sector of the IP&T industry, through hands-on, practical work.

Finding an Internship

Besides signing up for internship credit, students are responsible for finding and negotiating their own internship experience each semester. This can be done in several ways.

- Teaching assistantships are regularly available for certain undergraduate courses within the department. Please contact the faculty supervisor for more information.
 - IP&T 286, Instructional Technology in Teaching (Rick West)
 - IP&T 334, Integrating Technology in Early Childhood Education (Royce Kimmons)
 - IP&T 444, Integrating Technology in Elementary Education (Royce Kimmons)
- By subscribing to the IPTGrads listserv, where internships are posted regularly
- By consulting with the Chair of the IP&T Department
- By talking to IP&T faculty members about research internships in their areas of interest
- By asking other IP&T students, especially those who have been in the program for several years, if they are aware of possible internships
- By contacting organizations that have provided internships in the past:
 - Department of Instructional Psychology & Technology
 - BYU David O. McKay School of Education
 - BYU Center for Instructional Design
 - BYU Faculty Center
 - BYU Independent Study
 - BYU Center for Service and Learning
 - BYU Technology-Assisted Language Learning (TALL)
 - BYU Second Language Departments
 - LDS Missionary Training Center
 - LDS Church
 - Western Governors University
 - Allen Communications
 - Thanksgiving Point
 - Utah Valley University
 - Novell
 - Imagine Learning

Please note: at the end of your internship you will assess your internship provider. This is an important evaluation you provide, and you are asked to be honest in your evaluation to help make sure future students have the best experiences they can in their internship.

Acceptable as Internships	Unacceptable as Internships
Helping design, produce, and validate instructional materials	Only taking pictures that will be used in the instructional materials
Helping conduct an evaluation study, which could involve various aspects of designing the study, developing instruments, collecting and analyzing the data, or writing the report	Only tabulating and entering data in a spreadsheet
Helping conduct a research study, which could involve doing a literature review, designing the study, writing a proposal, developing instruments, collecting and analyzing the data, or writing the report	Only editing the reports
Major responsibility for teaching a course	Only grading papers and exams

Grading Policy

You will be graded in two ways:

- First, you will complete a few assignments throughout the semester to help you connect your internship with your coursework and other, academic experiences in the IP&T program.
- Second, your internship provider will assess your performance; their assessment will also be counted towards your final grade.

Specific instructions for each assignment, as well as the points awarded for each, can be found in the assignments section of Learning Suite.

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%

Official Department Policy

Any changes to the internship policy can be found in the IP&T student handbook:

https://docs.google.com/document/d/1WfTZHi_LdASEY7IWdhsX2cSjPygrZploMGBiaiQ7g_g/edit#heading=h.p8v9y2tgbh7v
 (https://docs.google.com/document/d/1WfTZHi_LdASEY7IWdhsX2cSjPygrZploMGBiaiQ7g_g/edit#heading=h.p8v9y2tgbh7v)

Assignments

Assignment Descriptions

Internship goals

Sep
12

Due: Tuesday, Sep 12 at 11:59 pm

During the first two weeks of the semester, please write a one-page, double spaced paper on what goals you have for your internship. Answer questions such as: what do you hope to learn by working with this provider? What experiences in the program have helped prepare you for this internship? How will completing the internship help you reach future goals?

The paper will be graded according to the following rubric:

Criteria	High quality (5 points)	Medium quality (3 points)	Low quality (1 point)
Answers questions	Student fully answers the specified questions	Student attempts to answer questions, but is missing an essential component	Student shows little attempt at answering questions
Writing	Writing is clear, direct, and error free	Writing is generally clear but may have some errors	Writing is unclear and has many errors

Initial orientation

Sep
12

Due: Tuesday, Sep 12 at 11:59 pm

Sometime before you begin working for your internship provider you are required to complete a pre-internship orientation. Most often we will do this when you submit your internship contract. But if it didn't happen then, please contact me to schedule a time to complete the orientation before your first day of work.

In this orientation we will discuss:

- Using the Internship Registration and Management System (IRAMS)
- IP&T internship contract
- Assignments and expectations
- Grading procedures
- Standards of personal conduct
- The nature and amount of supervisory contact between the faculty advisor/department coordinator and the student
- The Internship Master Agreement (IMA) or IMOJ which outlines the obligations of the student, university, and internship provider
- Procedures for unanticipated termination of the internship

Although you get a small number of points for completing the orientation, it is also required for you to receive your internship credit. In other words, if you don't complete the orientation you cannot begin your internship and will receive no credit for the experience.

Mid-term report

Oct
31

Due: Tuesday, Oct 31 at 11:59 pm

Before the end of October, please write a one-page, double spaced paper reflecting on how well you are meeting the goals you have for your internship. Answer questions such as: are you learning what you want to by working with this provider? Is completing the internship preparing you reach future goals? What adjustments should you make to help the internship be more effective? and how will you make these adjustments?

The paper will be graded according to the following rubric:

Criteria	High quality (5 points)	Medium quality (3 points)	Low quality (1 point)
Answers questions	Student fully answers the specified questions	Student attempt to answer questions, but is missing an essential component	Student shows little attempt at answering questions
Writing	Writing is clear, direct, and error free	Writing is generally clear but may have some errors	Writing is unclear and has many errors

Final provider evaluation

Dec
13

Due: Wednesday, Dec 13 at 11:59 pm

Near the end of the semester I will ask your internship provider to provide an evaluation of your work. As part of their evaluation they will be asked what grade they would assign you for the internship, if they were your teacher. Their response will count for 50% of your final internship grade, and will be determined according to the following guidelines:

A	60 points
A-	55 points
B+	53 points
B	51 points
B-	49 points
C+	47 points
C	45 points
C-	43 points
D+	41 points
D	39 points
D-	37 points
E	0 points

Final self-evaluation

Dec
13

Due: Wednesday, Dec 13 at 11:59 pm

At the end of the semester you will complete a final, self-evaluation of your internship experience. As part of this evaluation you will also assess the quality of your internship provider. This information is critical so we can improve the experience for students in future semesters.

A link to complete the self-evaluation will be emailed to you 1-2 weeks before the semester ends.

This self-evaluation is 25% of your internship grade, and you will receive full credit for answering all of the questions. Additionally, completing this assignment is also a pre-requisite to receiving your final grade. In other words, you must complete the self-evaluation before your grade will be submitted to the Records Office.

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.

Sexual Misconduct

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

University policy requires all university employees in a teaching, managerial, or supervisory role to report all incidents of Sexual Misconduct that come to their attention in any way, including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post.

Incidents of Sexual Misconduct should be reported to the Title IX Coordinator at t9coordinator@byu.edu or (801) 422-8692. Reports may also be submitted through EthicsPoint at <https://titleix.byu.edu/report> (<https://titleix.byu.edu/report>) or 1-888-238-1062 (24-hours a day).

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

Student Disability

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns.

Services are coordinated with the student and instructor by the UAC. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

Academic Honesty

The first injunction of the Honor Code is the call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. "President David O. McKay taught that character is the highest aim of education" (The Aims of a BYU Education, p.6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

Respectful Environment

"Sadly, from time to time, we do hear reports of those who are at best insensitive and at worst insulting in their comments to and about others... We hear derogatory and sometimes even defamatory comments about those with different political, athletic, or ethnic views or experiences. Such behavior is completely out of place at BYU, and I enlist the aid of all to monitor carefully and, if necessary, correct any such that might occur here, however inadvertent or unintentional. "I worry particularly about demeaning comments made about the career or major choices of women or men either directly or about members of the BYU community generally. We must remember that personal agency is a fundamental principle and that none of us has the right or option to criticize the lawful choices of another." President Cecil O. Samuelson, Annual University Conference, August 24, 2010 "Occasionally, we ... hear reports that our female faculty feel disrespected, especially by students, for choosing to work at BYU, even though each one has been approved by the BYU Board of Trustees. Brothers and sisters, these things ought not to be. Not here. Not at a university that shares a constitution with the School of the Prophets." Vice President John S. Tanner, Annual University Conference, August 24, 2010

Schedule

Date	Column 1
Week 1	
M Sep 11 Monday	
Week 2	
Th Sep 21 Thursday	
Week 7	
M Oct 23 Monday	
W Oct 25 Wednesday	
Week 8	
M Oct 30 Monday	
W Nov 01 Wednesday	
Week 9	
W Nov 08 Wednesday	
Week 10	

W Nov 15 Wednesday	
Week 11	
T Nov 21 Tuesday	Friday Instruction
W Nov 22 Wednesday	No Classes
Week 12	
W Nov 29 Wednesday	
Week 13	
W Dec 06 Wednesday	
Week 14	
W Dec 13 Wednesday	Final provider evaluation Final self-evaluation
Week 15	
W Dec 20 Wednesday	



Law

LAW 599R

EXTERNSHIP MANUAL
Fall 2017

Brigham Young University
J. Reuben Clark Law School

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EXTERNSHIP FACULTY AND STAFF



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EXTERNSHIP CHECKLIST

This is a checklist of requirements and associated deadlines to receive full credit for your externship experience. **Credit will be granted only if all requirements are completed by the associated deadlines.** Please refer to specific sections of this Manual for details. **Please record all submissions in Learning Suite.**

- Complete **all** registration requirements (see next section of this manual titled: “Externship Registration Checklist.”) Under no circumstances can a student begin working in an externship before **each** registration step is complete. Please do not ask for exceptions – this is a University rule and it cannot be changed, waived or excused.
- Certify you have read the Externship Manual on Learning Suite.
- Enter the start and end dates of your externship.
- Begin working in the placement and certify that you have reviewed and followed the instructions in the **WORKING IN THE EXTERNSHIP PLACEMENT**, section 1, of the Externship Manual. Verify you have read this section and detail your experience and outcomes in Journal #1.
- Obtain approval of your Learning Plan using the Learning Plan Objective Agreement Form. Combine the Learning Plan Objective Agreement Form and your Learning Plan into one document and submit (*Due on Week 1 of your externship*).
- Keep weekly time sheets of hours you have worked. Time sheet information will be recorded in the Midterm Report as well as the Final Report and then submitted. You do not need to submit time sheets separately.
- Submit **weekly** journals that meet the standards outlined in this Manual. **Failure to submit a satisfactory journal entry every week will be grounds for receiving a low pass or failing grade.**
- Have your Midterm Evaluation and Submit your Midterm Report – (*Due at halfway point of hours you intend to work*)
- Complete and submit the Externship Final Report
- Complete and submit the Externship Description Form
- Submit your Reflective Paper or Practice Portfolio (please read instructions in this manual).
- Faculty Interview. Professor Hernandez will contact students about scheduling these interviews.
- Completion Deadline:** All work hours, Externship Manual requirements, and interview completed by the last day of final examinations.

EXTERNSHIP REGISTRATION CHECKLIST

Under no circumstances can a student begin working in an externship before **each** registration step is complete. Please do not ask for exceptions – this is a University rule and it cannot be changed, waived or excused. Here are the steps you need to take to complete your registration.

- Seek approval with the externship placement provider.
- Seek Law School placement approval (Please follow instructions on the Career Services web-site under Experiential Learning). Follow steps under Student Application, Petition, and Approval Process.
- Once Law School approval is granted, apply for University Approval. Log into MyBYU and type "Intern01" in the Quick URL, fill out form and submit. All externship students **must** do this step.
- You will receive a Clearance Notification **email** once you have been cleared by both the University and the Law School.
- Log into Learning.
- Follow instructions in the Externship Manual to begin and complete your externship. Please refer to the Externship Manual for any questions you might have about fulfilling any externship requirement.

Credit for your externship will be granted only if all requirements are completed by the associated deadlines. This means that if you fail to meet each of the externship checklist requirements you will receive a low pass (2.7) or failing grade (1.6).

THE EXTERNSHIP

As an externship student, you are primarily responsible for how much you learn. Predominate focus in your placement should be placed on the development of lawyering skills and lawyer identity. The externship faculty and attorney supervisor are interested in assisting you in learning from your experience. The externship program is designed so that you can observe, engage in, and seriously reflect upon the work of a lawyer.

Objectives:

1. To help you develop professional lawyering skills deemed essential by the ABA;
2. To promote the development of professional responsibility;
3. To give you greater insight into the workings of the legal system; and
4. To assist you in the development of your professional identity as a lawyer.

Manual:

The Externship Manual requirements will help you reach these objectives as you prepare diligently. You must read and certify on Learning Suite that you have completed reading this manual.

Benefits:

You will have the opportunity to earn academic credit while working on real cases with real clients; possible job placement; development of strong references for job applications; and service to the community.

EXTERNSHIP POLICIES

Externship Credit/Grading Policy

One hour of academic credit for an externship is granted for every 42.5 hours of work performed in the externship placement. You can include a reasonable amount of time spent doing the following when computing your externship hours: completing weekly journals, reading postings on Learning Suite Content and completing reports in this Manual. You cannot include commuting time unless you are able to study or work for your externship during that time.

Credit is awarded on a pass/fail basis. In order to receive a passing grade, you must have timely submitted all externship requirements. The Externship Checklist will help guide you to meet these requirements. Failure to comply with all externship requirements or to maintain ethical standards and applicable laws and standards of professional responsibility could result in receiving a low pass or in no credit being awarded, a failing grade and/or preclusion from participating in future externships. **A low pass will be recorded as a 2.7. A failing grade will be recorded as a 1.6.**

There is a limitation on the number of externship credit hours you may apply towards graduation. Please check the law school policies and procedures for those limitations.

LEARNING SUITE

You can access Learning Suite by going into “MyBYU.” You will make all certifications and submit Learning Plan Objective Agreement Form/Learning Plan, all journals, the Midterm and Final Reports, the Externship Description Form and your Reflection Paper or Practice Portfolio on Learning Suite. Faculty supervisors may also provide feedback on the work you are performing through the “feedback” function in Learning Suite. **Please ensure that you read the feedback and answer any questions presented to you in the subsequent journal entry.** There are many benefits to using Learning Suite. You will always have access to the Externship Manual, which is posted under the tab for syllabus. You will be able to see exactly what has been submitted to us. You will not need to contact us to ensure that your materials are turned in.

Though you will report through Learning Suite, your faculty supervisor is interested in discussing any problems you encounter in the placement and helping you to process your learning experience. Your phone calls, emails and visits are welcome. If you have a concern about something taking place in your externship, please contact your faculty supervisor directly by phone or email. You do not need to wait to address a problem in your journal. Your faculty supervisor will advise you on how to handle the challenge. In almost every situation your faculty supervisor can help you solve any problems that arise on your own, but will intervene on your behalf if necessary. The best way to address an immediate concern is to send an email.

Learning Suite also contains past student comments, which might be helpful to your experience and required journal writing and are located in the “Content” section. Such topics include: Initiative; Feedback; Communication; Balance; Relationships; Clarifying Assignments; Difficult Situations; Reputation; Working with Supervisors; Writing; Mission Statements; Learning Objectives; Time Keeping; Changing Views; Ethics; Connections to Law Courses; Saying “No”; Affordable Research; Employer Profile; Career Path; Research; Stressors; Networking; Midterm Evaluation; Final Evaluation.

WORKING IN THE EXTERNSHIP PLACEMENT

1. Beginning Your Work in the Placement. To begin your placement, schedule an orientation meeting with your supervising attorney or judge on or before your first day of work. The meeting will set the tone of your relationship for the externship. It is crucial to cover the subjects listed in the following orientation checklist.

- **Understand the placement.** Seek to learn as much as possible about the function of the agency, office or organization.
- **Establish the nature of work you will be doing.** Explain that you will need to draft a Learning Plan for your supervisor's signature. Be prepared to talk to your supervising attorney about the professional skills you hope to develop in the placement and let your supervisor that it would be helpful to understand the type of experiences that are likely to be available during your time at the placement. See the Learning Plan Instruction Section for more information on drafting the Learning Plan.
- **Ask for any relevant office policies and chain of command.** Become familiar with office procedures and policies and to whom you should report. The formality of your externship will vary greatly depending on your placement. You should learn about the office dress code, how you should address those with whom you work, etc. All students are required to adhere to the BYU Honor Code at all times and in all places. If a question of ethics arises, do not ignore it and assume it will work out. If it is appropriate, ask your supervisor. If you do not feel you can do that or you are not sure what is appropriate, always feel free to contact your faculty supervisor.
- **Office and reporting meetings.** Let your supervising attorney know you are interested in attending regular office meetings or regularly set court times. Ask if there is a schedule you may use to calendar dates and times for these meetings. Also, ask to set a regular time to meet with your supervisor to discuss assignments and any questions you have about work you are doing in the placement.
- **Establish your expected work schedule.** Ensure that your supervising attorney understands the time you have allocated to spend in the placement. Make sure you clearly understand what your supervising attorney's expectations are for your working hours. If you anticipate you will need time away from the placement, make sure you discuss this in advance of beginning your work in the placement.
- **Ask for an office tour and office introductions.** Ask if it might be possible to have an office tour so you can understand the layout of the office, library, etc. and an introduction to your workspace. It is important that you also be introduced to others you will be working with in the placement.
- **Ask for your first assignment.** Be prepared to ask for and carefully record details of your first assignment. Have a notebook or laptop to record the assignment.

2. Assignments. Understanding the work product you are to produce within given timelines is critical to your development as a lawyer. Please use the following checklist to guide your completion of assignments.

- **Ask for and receive assignments.** Make sure that you are regularly asking for opportunities to add value to the office’s work and for assignments that will allow you to develop the professional skills you have identified in your learning plan. When you receive an assignment, do not be afraid to ask questions. Most students find that if they ask the right questions at the beginning of the assignment they can produce a solid work product. Go over the assignment in detail with the supervising attorney to be sure you understand it. Ask which resources your supervisor would recommend as a starting point for your project.
- **Establish the form of the work product you will produce.** There are many types of work product that you may be asked to produce during your placement. Ask for templates that might guide the work product you will produce. Take time to find the appropriate law, procedure, etc. on your own as much as possible.
- **Ask for a deadline on submission of the work product.** Ensure that you know when your supervising attorney expects you to complete the assignment you receive. “Check in” during a long assignment to let your supervisor know what you have found and where you are headed. You can get advice from your supervisor that can help you refine your project so that the end result is exactly what your supervisor wanted. Above all, make sure you adhere to all deadlines.
- **Ask for help as you complete assignments.** Some supervisors prefer to set regular meeting times and other supervisors have an “open door” policy. Ask your supervising attorney, as well as others, for help when necessary. Paralegals and support staff can be very helpful. Most students fear showing ignorance by asking questions. One of the challenges involved in the externship experience is learning when you should work independently to find an answer or solution and when you should ask more questions in order to obtain clarity. Think about your work from the standpoint of being the lawyer who is responsible for serving the client’s interests. Your first concern must be for the client, rather than for how your supervising attorney might view the work. By exercising this kind of independent thinking, you will stretch yourself beyond the comfortable and familiar. Avoid the kind of thinking reflected in the statement, “I didn’t know what my supervising attorney wanted me to do with the case.” Think in terms of what you would do with the case if you were ultimately responsible.

3. Feedback. We cannot overstate the importance of receiving feedback from your supervising attorney. Feedback will assist you in analyzing your performance and in determining what changes you should make with subsequent assignments. This feedback consists of receiving specific comments about the effectiveness of what you did and, when necessary, suggested alternatives to enhance future performance. Please use the following checklist to assist you in seeking and receiving meaningful feedback.

- **Structure opportunities for feedback.** The heart of your externship experience will be your interaction with your supervising attorney, other attorneys and staff. To make the most of the learning opportunities these interactions present, you need to take an active, self-directed role. You will learn much more from your experience if instead of asking, “What do I do next on the Johnson case?”, you do your very best to figure out for yourself what *you* think ought to be done—out of all the alternative possibilities—and present that to your mentor clearly and concisely.

“On the Johnson case, I considered whether we should file a counterclaim for breach of warranty of habitability. It may be a good idea, but risky, because Mrs. Johnson tells me that on occasion she has refused entry to the manager, although she had good reasons. Before filing the counterclaim, maybe I should go out to see her place, work up a list of all the potential violations, and go over that list with the manager. That would probably take me until next Wednesday—is that too much time?”

Do you see the difference? Students often ask for feedback by asking something like, “What did you think of that memo I did on the warranty of habitability stuff?” The answer you are likely to get is “Oh, it was fine” or maybe if you’re lucky, “It was fine, but next time try linking each separate violation to a particular judicial decision so that it can constitute a breach—it’s more effective”. If instead you say, “In that memo I did on the Johnson case, I thought about coupling each violation with some relevant precedent, to show how it could breach the warranty, but then I decided maybe that was overkill; the manager might get too intimidated and run to the landlord right away, which we don’t want. What do you think?” Now you will have a very different kind of discussion. Again, the idea is for *you* to pose the choices and their possible advantages and disadvantages, not for you to expect your supervisor to do it for you.

- **Accept and follow feedback.** Receiving feedback can sometimes be uncomfortable. Too often students are happy to get “It was great. Thanks,” as feedback. Keep in mind that attorneys tend to be very task oriented. If you helped get one more thing off the desk, your supervising attorney will likely be pleased. However, you will get more out of your learning experience if you learn to ask very specific and well thought out questions about how you might improve your performance.

4. Obtaining Required Documents from your Supervising Attorney or Judge. The key objective for the supervising attorney or judge is to give the student a valuable learning experience. In addition,

the checklist below will guide you in seeking and submitting your supervising attorney's input in connection with your externship.

- Learning Plan Objective Agreement Form.** Obtain supervising attorney's guidance and signature on this form.
- Midterm Evaluation and Midterm Report.** Meet with your supervising attorney and submit your Mid-term Report and your reflections on your meeting with that week's journal entry.
- Final Report Form.** Complete your parts of the Final Report form and submit to your supervising attorney for completion and certification of work product.

LEARNING PLAN INSTRUCTIONS

The Learning Plan is your goal statement to enable you to begin to achieve professional lawyering skills proficiency and to begin to develop a professional identity as a lawyer. It is the instrument through which you determine what you want to learn most during your time with the placement you have selected. It gives your supervisor the knowledge of what is most important for you to get out of the experience.

Our objective in assigning the Learning Plan is for you to create the measure by which you can determine if your externship was a success. You are responsible for making your externship successful. The way you do that is by carefully selecting what you most desire to learn by practice and then discussing those objectives with your supervisor and arriving at a mutual understanding.

Keep in mind your supervisor's primary duty is to fulfill his or her job responsibilities. Most supervisors remember what it was like to start out. They also hope that you will reduce some of their workload. Keep this in mind as you set your goals and discuss them with your supervisor.

How to Write a Learning Plan

There are a broad range of skills and attributes that will help you to become a good lawyer. You will want to focus your plan by reviewing the fundamental skills and values the ABA has identified to help give you some suggestions you may wish to select as areas for skills and value development. These are set out in detail on pages 16-18 of this Manual.

After formulating some possible goals, have an informal discussion with your supervisor about what projects and assignments might come up during your time in the office. Then write up your plan. Be concrete and descriptive. Take the written copy to your supervisor for discussion, clarification and approval. This does not need to be a time consuming process. You will save much time and regret if both you and your supervisor are on the same track from the beginning of the externship. Complete the written Learning Plan within the first week of the externship. You should combine your Learning Plan Objective Agreement Form and your Learning Plan as one document and submit the document in Learning Suite. The sooner both you and your supervisor understand the direction you both expect to go, the better the experience will be. The Learning Plan will help your supervisor and your faculty supervisor decide how to focus individualized feedback, teaching, and supervision on the areas that matter to you most.

Adjusting the Learning Plan

Frequently, unexpected items come up in the practice of law. If you formulated a Learning Plan around a project that ends up being bumped because of a new priority, then simply change the Learning Plan. Just write an addendum that states what the reasons are for changing the objectives. We *expect* that for most students the Learning Plan will change during the course of the semester. If there is a major change in your goals, do not be frustrated. Realize you are seeing one of the realities in the practice of law. Typically, a drastic change in plans means all the more opportunity to see something new.

At the end of the externship experience, you and your faculty advisor will use your Learning Plan as the basis for evaluating your “success” in the externship.

Please remember that your faculty supervisor is always happy to counsel with you in selecting objectives for your Learning Plan that will help you strengthen skills and gain confidence in your abilities.

SAMPLE LEARNING PLAN

JOHN SMITH

_____ SEMESTER, 20 _____

I have read the ABA Statement of Skills and Values and thought about what I really want to learn during this next semester. Because I have so little experience in law related work it is difficult for me to know exactly which areas are the most important, but I have decided to start with the following:

1. Diagnosing legal problems. My tendency is to accept, more or less, the definition of the problem as it's put to me: by the client, by a supervising attorney, or whomever. I don't usually speculate very much about the accuracy or completeness of what is reported, and it hardly ever occurs to me to consider non-legal options that might be available. It seems so obvious that the defense lawyer's objective is always to prevent a conviction and the prosecutor's is always to get one. No big diagnostic problems, as a rule. However, I guess it's possible that even in those cases, I could be missing some competing goals....

- Barriers: Impatience, frustration with what I consider "inefficient"; wanting to reach a decision and get on with it; time pressure from juggling multiple assignments.
- What I can do: Try to pay more attention and avoid always concluding right away that I know what we're after and what is highest-priority; discipline myself to check out my assumptions by asking clients more, etc.

2. Confidence. I would like to seem more confident and actually feel more confidence, especially in group settings--not only in a formal court proceeding, but in classes and meetings, and one-on-one with a client or supervisor. My oral communication skills could be more effective, but it's even more than that. I'm just afraid of making a mistake or saying something wrong or that sounds stupid.

- Barriers: A few bad experiences could really shut me down and make me even more reluctant and lacking in confidence. After the first year of law school, I'm not even sure I'm cut out for this work.
- What I can do: Make a point of participating frequently in case meetings or discussions (but don't be a pest); ask for direct feedback on things I'm insecure about; put more energy into planning alternatives so that I feel like I can handle anything that's likely to come up; don't get frustrated when I don't anticipate everything.

3. Initiative and Supervision: I want to ask for help when I need it but only when I'm sure I need it. I don't want to go for help too often, but at the same time I don't want to waste time or make a mistake because I didn't ask for help sooner.

- What might be in the way: I may oversimplify issues in an attempt to be able to handle them myself; I might be reluctant to get feedback because I'm afraid I will show my ignorance.

- What I will do: I will ask follow up questions so that I get clear directions when an assignment is given; I will ask if I'm coming for assistance too much or not enough.

4. Interviewing Clients: I want to be sensitive to the legal as well as non-legal needs of our clients, but I want to be in control of the interview. I want to be able to get to the point and get the information I need, but also be able to make the clients feel like they are important to us. I want to feel confident that I am getting the information that I need and that it is accurate.

- What might get in the way: My lack of knowledge about the type of case the client has might cause me to not know what questions to ask. I might be worried about getting "too personal" and so I might not get information that I need. I tend to go straight to the heart of the issue and so I might unintentionally make the clients feel like they are unimportant.
- What I will do: I will ask others in the office what they do to make the clients feel comfortable. I will ask the client periodically if they feel comfortable or if all of their questions have been answered. I will ask someone else to sit in on at least two of my interviews and to debrief me after the client leaves.

LEARNING PLAN OBJECTIVE AGREEMENT FORM

Supervising Attorney/Judge (print): _____

Firm, Court, Agency, etc.: _____

Street Address: _____

City, State, Zip: _____

Phone: (_____) _____ - _____

Email address: _____

Student Name (print): _____ Semester: _____

Date externship will begin: _____ Date externship will end: _____

Days & hours extern will be in the office: _____ Total hours in office/week _____

Weekly review meeting time with supervisor: _____

Extern's home phone: _____

Extern's email address: _____

AGREEMENT

We have discussed and agree to the above mentioned work hours and the attached Learning Plan objectives. I, _____, as the Attorney/Judge Supervisor agree to
(Supervisor Name, **please print**)

provide the necessary supervision, feedback and counseling to maximize the student's professional lawyering skills development during the student's time in our office.

Judge/Attorney Signature

Date

Student's Signature

Date

ABA STATEMENT OF SKILLS AND VALUES

Overview of the Skills and Values

A. Fundamental Lawyering Skills

Skill 1: *Problem Solving.* In order to develop and evaluate strategies for solving a problem or accomplishing an objective, a lawyer should be familiar with the skills and concepts involved in:

- 1.1 Identifying and Diagnosing the Problem;
- 1.2 Generating Alternative Solutions and Strategies
- 1.3 Developing a Plan of Action
- 1.4 Implementing the Plan
- 1.5 Keeping the Planning Process Open to New Information and New Ideas

Skill 2: *Legal Analysis and Reasoning.* In order to analyze and apply legal rules and principles, a lawyer should be familiar with the skills and concepts involved in:

- 2.1 Identifying and Formulating Legal Issues;
- 2.2 Formulating Relevant Legal Theories;
- 2.3 Elaborating Legal Theory;
- 2.4 Evaluating Legal Theory;
- 2.5 Criticizing and Synthesizing Legal Argumentation.

Skill 3: *Legal Research.* In order to identify legal issues and to research them thoroughly and efficiently, a lawyer should have:

- 3.1 Knowledge of the Nature of Legal Rules and Institutions;
- 3.2 Knowledge of and Ability to Use the Most Fundamental Tools of Legal Research;
- 3.3 Understanding of the Process of Devising and Implementing a Coherent and Effective Research Design.

Skill 4: *Factual Investigation.* In order to plan, direct, and (where applicable) participate in factual investigation, a lawyer should be familiar with the skills and concepts involved in:

- 4.1 Determining the need for Factual Investigation;
- 4.2 Planning a Factual Investigation;
- 4.3 Implementing the Investigative Strategy;
- 4.4 Memorializing and Organizing Information in an Accessible Form;
- 4.5 Deciding Whether to Conclude the Process of Fact-Gathering;
- 4.6 Evaluating the Information That Has Been Gathered.

Skill 5: *Communication.* In order to communicate effectively, whether orally or in writing, a lawyer should be familiar with the skills and concepts involved in:

- 5.1 Assessing the Perspective of the Recipient of the Communication;
- 5.2 Using Effective Methods of Communication.

Skill 6: *Counseling.* In order to counsel clients about decisions or courses of action, a lawyer should be familiar with the skills and concepts involved in:

- 6.1 Establishing a Counseling Relationship That Respects the Nature and Bounds of a Lawyer's Role;
- 6.2 Gathering Information Relevant to the Decision to Be Made;
- 6.3 Analyzing the Decision to Be Made;
- 6.4 Counseling the Client About the Decision to Be Made;
- 6.5 Ascertaining and Implementing the Client's Decision.

Skill 7: *Negotiation.* In order to negotiate in either a dispute-resolution or transactional context, a lawyer should be familiar with the skills and concepts involved in:

- 7.1 Preparing for Negotiation;
- 7.2 Conducting a Negotiation Session;
- 7.3 Counseling the Client About the Terms Obtained From the Other Side in the Negotiation and Implementing the Client's Decision.

Skill 8: *Litigation and Alternative Dispute-Resolution Procedures.* In order to employ—or to advise a client about—the options of litigation and alternative dispute resolution, a lawyer should understand the potential functions and consequences of these processes and should have a working knowledge of the fundamentals of:

- 8.1 Litigation at the Trial-Court Level;
- 8.2 Litigation at the Appellate Level;
- 8.3 Advocacy in Administrative and Executive Forums.

Skill 9: *Organization and Management of Legal Work.* In order to practice effectively, a lawyer should be familiar with the skills and concepts required for efficient management, including:

- 9.1 Formulating Goals and Principles for Effective Practice Management;
- 9.2 Developing Systems and Procedures to Ensure that Time, Effort, and Resources Are Allocated Efficiently;
- 9.3 Developing Systems and Procedures to Ensure that Work is Performed and Completed at the Appropriate Time;
- 9.4 Developing Systems and Procedures for Effectively Working with Other People;
- 9.5 Developing Systems and Procedures for Efficiently Administering a Law Office.

Skill 10: *Recognizing and Resolving Ethical Dilemmas.* In order to represent a client consistently with applicable ethical standards, a lawyer should be familiar with:

- 10.1 The Nature and Sources of Ethical Standards;
- 10.2 The Means by Which Ethical Standards are Enforced;
- 10.3 The Processes for Recognizing and Resolving Ethical Dilemmas.

B. Fundamental Values of the Profession

Value 1: *Provision of Competent Representation*. As a member of a profession dedicated to the service of clients, a lawyer should be committed to the values of:

- 1.1 Attaining a Level of Competence in One's Own Field of Practice;
- 1.2 Maintaining a Level of Competence in One's Own Field of Practice;
- 1.3 Representing Clients in a Competent Manner.

Value 2: *Striving to Promote Justice, Fairness, and Morality* . As a member of a profession that bears special responsibilities for the quality of justice, a lawyer should be committed to the values of:

- 2.1 Promoting Justice, Fairness, and Morality in One's Own Daily Practice;
- 2.2 Contributing to the Profession's Fulfillment of its Responsibility to Ensure that Adequate Legal Services Are Provided to Those Who Cannot Afford to Pay for Them;
- 2.3 Contributing to the Profession's Fulfillment of its Responsibility to Enhance the Capacity of Law and Legal Institutions to Do Justice.

Value 3: *Striving to Improve the Profession*. As a member of a self-governing profession, a lawyer should be committed to the values of:

- 3.1 Participating in Activities Designed to Improve the Profession;
- 3.2 Assisting in the Training and Preparation of New Lawyers;
- 3.3 Striving to Rid the Profession of Bias Based on Race, Religion, Ethnic Origin, Gender, Sexual Orientation, or Disability, and to Rectify, the Effects of These Biases.

Value 4: *Professional Self-Development*. As a member of a learned profession, a lawyer should be committed to the values of:

- 4.1 Seeking Out and Taking Advantage of Opportunities to Increase His or Her Knowledge and Improve His or Her Skills;
- 4.2 Selecting and Maintaining Employment That Will Allow the Lawyer to Develop As a Professional and to Pursue His or Her Professional and Personal Goals.

C. ABA Standard 302 Professional Skills Competencies

1. Knowledge and understanding of substantive and procedural law;
2. Legal analysis and reasoning, legal research, problem-solving, and written and oral communication in the legal context;
3. Exercise of proper professional and ethical responsibilities to clients and the legal system; and
4. Other professional skills needed for competent and ethical participation as a member of the legal profession including: interviewing, counseling, negotiation, fact development and analysis, trial practice, document drafting, conflict resolution, organization and management of legal work, collaboration, cultural competency, and self-evaluation.

JOURNALS

Requirements:

Journals must be submitted **each week** to Learning Suite. **Do not** submit multiple entries at the same time. You are responsible to submit an entry **every** week of your externship. Journal writing is a critical requirement of the law school's ability to allow you to receive credit under the American Bar Associations standards for law school accreditation. **Failure to do so will result in a Low Pass (2.7) or a Failing grade (1.6).**

What you should include in the journal:

In this externship, your primary focus should be learning and applying the fundamental lawyering skills and values noted in pages 16-18 of this Manual. **Every weekly journal submission must include:**

1. Your name, placement location, externship placement supervisor's name and dates work is performed.
2. What you are working on or what you accomplished.
3. A few paragraphs containing critical and analytical reflections on the professional lawyering skills and values you are learning and exercising in the placement (this should be the primary focus of the journal entry).

The journal is one of the primary ways we can evaluate whether you are learning and applying professional lawyering skills and values and how we can provide you with academic guidance in order to help you acquire proficiency with these skills. For these reasons, it is important that we maintain weekly contact. Faculty supervisors may also provide feedback on the work you are performing through the "feedback" function in Learning Suite. **Please ensure that you read the feedback and answer any questions presented to you in the subsequent journal entry.**

If you go on vacation or do not work during a week, please write a line on your submission explaining that you did not work and the reason.

TIME SHEETS

Learning to keep track of time can be one of the most difficult things about the practice of law. Knowing how you spend your time, however, can provide a very useful piece of information in thinking about how to improve your work. If the supervisor has an established method of keeping time, you will use that method. If there is no method in effect at your placement, then please create your own method for keeping track of your time. You turn in a summary of your hours on the Midterm and Final Report forms in this Manual.

MIDTERM EVALUATION

Set a time to meet with your supervisor. Review your Learning Plan objectives. Ask for feedback on your work. Tell your supervisor what types of experiences you would like to have during your remaining time. As part of your journal entry for that week, write about your evaluation of the experience and what you learned in your discussion with your supervisor.

MIDTERM STUDENT REPORT

Student's Name: _____

Agency/Office _____

Supervisor: _____

Semester: Fall Winter Summer 20_____

Please record the dates and your hours worked in the log below:

Week Number	Dates	Total Hours
Week #		
TOTAL		

Supervisor signature: _____

Date: _____

Evaluate the quality of your experience in the following areas:

	Low 1	2	3	4	High 5
1. I have access to my supervisor on a regular basis.					
2. I receive concrete feedback and guidance whenever needed.					
3. I am receiving the type of projects I anticipated in preparing the learning plan.					
4. I am making progress on the goals set in my learning plan.					

Please comment on the above or provide any other information relevant to your externship: _____

Student Signature _____

Date: _____

COMPLETING THE EXTERNSHIP

Completing the externship requires that you do each of the following:

1. **Complete the Final Externship Report**
2. **Complete the Externship Description Form**
3. **Practice Portfolio Submission.** You should keep copies of all documents, letters and written materials unless the supervisor requests that this not be done for reasons of confidentiality. Depending on the field placement, you may be able to create a professional portfolio of work product for future employment purposes. Confidentiality and the office policy of where you are working is always the first priority. You should ask your supervisor if it is okay to keep a copy of any non-public document if you remove all identifying information (names, amounts, places and other client or deal specific information). A minimum of 10 pages of original work product must be completed during your externship. Students generally will generate a great deal more than 10 pages of written work. The written work can include letters, research memos, documents, pleadings, contracts and opinions. The 10 pages can accumulate between various projects. **You will submit your portfolio in Learning Suite. Submission of your portfolio is due by no later than 5 PM on the last day of final examinations and must be uploaded to Learning Suite.**
4. **Reflective Paper Option.** If you are unable to submit work product totaling at least 10 pages, then you must write a 10-page paper on your externship experience. The purpose of the 10-page paper is to have you write about the substantive/procedural law and professional lawyering skills exercised in the placement setting. Your paper should address:
 - A. Discussion and analysis about the exercise of professional lawyering skills in the clinical setting. Those skills include: knowledge and understanding of substantive and procedural law; legal analysis and reasoning; legal research; problem-solving; written and oral communication in a legal context; exercise of proper professional and ethical responsibilities to clients and the legal system; interviewing; counseling; negotiation; fact development and analysis; trial practice; document drafting; conflict resolution; organization and management of legal work; collaboration; cultural competency; and self-evaluation.
 - B. Normative analysis about an aspect of the substantive or procedural law experienced in the placement.
 - C. Discussion and analysis about the development of your professional identity as a lawyer through your placement experience and how this experience has affected your view on government practice.

Please understand that this is a professional writing piece which requires clear and concise expression. Citations, if any, should be consistent. **Submission of your paper is due by no later than 5 PM on the last day of final examinations and must be uploaded to Learning Suite.**

5. **Have final interview with Professor Hernandez**

EXTERNSHIP FINAL REPORT

Student's Name: _____

Agency/Office: _____

Supervisor: _____

Semester: Fall Winter Summer 20_____

Please record the dates and your hours worked *since you filed your midterm report*:

Week #	Dates	Total Hours
Week #		
	TOTAL	
	Midterm Total	
	Externship TOTAL	

I, as the student extern, certify that I have completed the number of hours listed above.

Student signature: _____ Date: _____

Supervising Attorney comments on student performance, strengths and areas needing improvement:

I, as supervisor of this student, verify that he/she has completed the number of hours listed above.

Supervisor's Signature: _____ Date: _____

EXTERNSHIP DESCRIPTION FORM

Username = work
Password = popcorn

Please copy and paste a copy of this form to Learning Suite

The information on this form will be posted to the password protected CSO website for future students interested in this placement.

Student Name: _____ Semester/Year: _____
Name of Office Agency/Firm/Court: _____ Judge/Attorney Supervisor: _____

1. How many hours of credit did you earn?
2. How was your externship arranged?
 - a. Matched
 - b. Posted on CSO website
 - c. Self-initiated (not posted)
3. If a matched externship, how satisfied were you with the matching process?
4. How do you rank your experience in this externship?

Excellent	Good	Fair	Poor
-----------	------	------	------
5. Was the physical environment adequate?
6. What kinds of assignments/experiences did you have in your externship? Give a description of your externship, including your general responsibilities for projects on which you worked and any other information that will help give a clear picture of your externship and sponsoring organization.
7. How were your assignments given (only from mentor, through normal clerk channel, etc.)?
8. Were assignments appropriate and clear?
9. What were one or two of the most significant things you learned from your externship?
10. What unanticipated opportunities did you have for learning?
11. What financial "perks" (if any) were attached to your externship?
12. What costs were associated with your externship?
13. Did you experience any major challenges that might also be faced by a future extern?

14. What did you like the most and the least about your externship experience?
15. What advice do you have for future students to help them succeed in this externship?
16. Other than the comments made above, how might the externship experience be improved?
17. Should future students be aware of any logistical issues?
18. How do you think your externship will benefit you in your subsequent job search?
19. Did your externship aid you in selecting or confirming a career path?



Neuroscience

NEURO 496R

ACADEMIC INTERNSHIP – NEURO 496 R / 496 R (semester away)

Neuroscience Center, Brigham Young University

neuroscience@byu.edu, 801-422-1218

Faculty Advisor: Michael Brown Office: 2029 LSB Email: michael_brown@byu.edu Office phone: 801-422-5859	Internship Coordinator: Christine Worthington Office: S-192 ESC Email: neuroscience@byu.edu Office phone: 801-422-7860
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Purpose of the Course: Neuro 496 R / 496 R SA academic internships are practical work experiences related to the field of neuroscience that enhance student learning through hands-on experiences and close collaboration with a qualified off-campus mentor. This class may be taken for a variable number of credits – see the Credits section below for more information.

Application Paperwork: All students must complete the Student Internship Application Forms (called the IRAMS application) prior to enrolling. The application is available at intern.byu.edu. International internships must be approved through BYU's Kennedy Center. Students are also required to fill out an Internship Master Agreement. Contact the Christine Worthington in the Neuroscience Center Office for information about procedures associated with completing these requirements. BYU's Internship Office is also available to help (intern.byu.edu).

Course Requirements:

Prior to the Beginning of the Semester

- Meet with the faculty advisor to discuss the following aspects of your internship: assignments and expectations, grading procedures, standards of personal conduct, nature and amount of supervisory contact between the student and faculty advisor, and procedures for unanticipated termination of the internship.

Throughout the Semester

- Submit a weekly journal (see the template at the end of this syllabus). Weekly journals should be emailed to your faculty advisor by Saturday evening each week of your internship. Please note that failure to submit weekly journals will significantly affect your grade. See the Grades section below for more information.

End of Semester

- Evaluation of student performance by the internship provider/supervisor. The Neuroscience Center will follow up with your internship supervisor to obtain this evaluation.
- Complete an evaluation of the internship and internship provider. The Neuroscience Center will email you an evaluation for you to fill out and email back.
- Submit a final written report or complete a final oral report of your internship experience with your faculty advisor.

Credits: Neuro 496 R / 496 R SA is a variable credit class. Forty-two or more hours of experience is equivalent to one hour of academic credit. Application for university credit must take place *before* the internship experience is to occur. Credit *will not* be awarded retroactively. Please note that there are a limited number of credits that can be counted towards each major. Consult with your faculty advisor and the internship coordinator to determine the appropriate number of credits.

Grades: Neuro 496R is a pass/fail course. To receive a passing grade, you must complete the required number of hours and submit all required weekly journals and evaluations. Your weekly journals and final report should be well written and of high quality. All materials must be turned in on time.

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, 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 Harassment: Sexual discrimination or harassment (including student-to-student harassment) is prohibited both by the law and by Brigham Young University policy. If you feel you are being subjected to sexual discrimination or harassment, please bring your concerns to the professor. Alternatively, you may lodge a complaint with the Equal Employment Office (D-240C ASB) or with the Honor Code Office (4440).

Students with Disabilities: If you have a disability that may affect your performance in this course, please contact the office of Services for Students with Disabilities (1520 WSC). This office can evaluate your disability and assist the professor in arranging for reasonable accommodations.

SAMPLE JOURNAL ENTRY

Date:

Hours completed this week:

Total hours completed to date:

New assignments/experiences:

What I did:

What I found interesting:

Something I learned:



Nursing

NURS 399R

NURSING INTERNSHIP

Nursing 399R

Fall 2017

Faculty: Debra Ann Mills, RN, MS

Office: 540 SWKT

Office Phone: (801) 422-2764

Email address: debra_mills@byu.edu

Office Hours: By appointment.

Purpose of the Course:

This course will provide a practice oriented, academically-linked, goal-focused experience that contributes to growth in self-understanding, self-discipline, and self-confidence by integrating didactic content with clinical practice. Evidence from the nursing literature and clinical practice skills will be synthesized into the internship experiences.

Credits: 1 credit hour = working a minimum of 3 hours per credit per week at the assigned practicum site. You will be registering for a minimum of 1 credit hour = 3 clinical hours per week.

Objectives: The international student will:

1. Use insights gained during the experience to effectively deliver patient and family nursing care.
2. Be able to demonstrate an increased knowledge and understanding of the registered nurse's role in profession.
3. Be able to demonstrate knowledge of evidence based nursing practice as it relates to an identified population.
4. Be able to demonstrate an understanding of ethical situations that should be considered as it relates to the identified population.
5. Will demonstrate an understanding of the Healer's Art and use gained insights to expand the professional role.

Pre-internship Orientation:

The international student will meet with the coordinator to review expectations of the course, to evaluate and approve the clinical site, employer, and experiences offered to ensure the experience meets learning objectives, to discuss the process of using IRAMS, to review the syllabus, and to discuss assignments and evaluation methods for the experiences and clinical facility/experiences offered.

UNIVERSITY POLICIES

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.

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 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, then; please talk to your professor; contact the Equal Employment Office at 422-5895 or 367-6689(24 hours); or contact the Honor Code Office at 422-2847.

Students with Disabilities

BYU 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 (SSD) Office at 422-2767. 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. 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 422-5895, D-282 ASB.

Learning the Healer's Art

Mission

The mission of the Brigham Young University College of Nursing is to develop professional nurses who:

- Promote Health
- Care for the Suffering
- Engage in the Scholarship of the Discipline
- Invite the Spirit into Health and Healing
- Lead with Faith and Integrity

Vision

We are a community of nursing scholars engaged in the discovery and application of the Healer's Art to strengthen health and healing worldwide and to enhance the discipline of nursing.

-

Undergraduate Program Outcomes

During each semester and within the context of nursing, the student will:

Incorporate the values of the gospel of Jesus Christ as an integral part of caring

Demonstrate effective critical thinking and communication

Design, provide, and evaluate professional nursing care for individuals, families, and communities

Practice and lead with an understanding of the discipline of nursing at the local, national, and global levels

Exemplify life-long learning

-

Values

Accountability

Respect

Integrity

Service

Excellence ...ARISE in Faith

Grading of the Academic Internship Course:

This course is letter-graded. **Each assignment must be completed with a grade of “C”, 73%, or better to pass the course. Any assignments turned in late will get 5% of the total points taken off for each day it is late. No assignments will be accepted after 3 days.**

-
Grading Criteria

A	95 – 100%
A-	90 – 94%
B+	87 – 89%
B	83 – 86%
B-	80 – 82%
C+	77 – 79%
C	73 – 76%
C-	70 – 75%

List of Assignments	Possible Points	Date Due:
Learning goals with plan of action	15	9/15/17
Clinical log	15	10/30& 12/12
Reflective writing	15	11/30
Integration Report/Evidence Based Nursing Assignment	20	12/12
Final Self –Evaluation of learning goals with updated plan of action.	15	12/14
Faculty and preceptor evaluation	15	12/14
Evaluation of internship provider	5	12/14
Total possible points	100	

-
Textbooks: None. Readings may be assigned by the instructor as needed.

Class Attendance/Contact with Instructor:

Contact with Instructor is mandatory and is expected a minimum of every two weeks. There is no make-up work and all assignments are expected to be turned in on the date due and **will not be accepted three days after they are due**. For those involved in an internship away from campus, contact with the instructor will be frequent and through email/ telephone or personal contact at the site of the experience.

Introductory and Final interviews: First semester interns will be required to meet with the course instructor for a one-on-one introductory interview. The final interview will be held in the instructor’s office at the end of the semester for all interns and used as a time for evaluation of the experience related to the Learning Goals and Objectives you set for yourself and evaluation of the clinical facility and experiences. An evaluation of your clinical facility and experience will also be completed at the final interview. A final evaluation from your clinical facilitator is due at the conclusion of your semester experience.

Bi-Weekly Reports:

Bi-weekly reports must be completed. They are designed to help faculty stay in touch with what is happening weekly at your internship; you are required to turn one in every week. Weekly reports include an emailed evaluation and update of learning goals and achievement of your plan of action.

Maintaining Contact If Difficulties Arise:

We expect your internship to provide you invaluable experiences and opportunities for growth. If any difficulties arise that cannot be resolved through your supervisors, do not hesitate to contact course faculty.

Assignment Description

Introductory Interview: First semester interns are required to meet with the instructor where they will receive instructions about the internship.

Resume: A resume is an important tool to help identify your abilities to future employers. This should be a one page paper. Check out the BYU Career Center for help in developing your resume or other resources that are online.

Learning goals and plan of action: Goals and a specific plan to achieve them provide students with a sense of direction and accomplishment. They also help students remain motivated and engaged in their learning. The learning goals and plan of action are set by the student in collaboration with the faculty and agency preceptor.

Learning goals: General statements about what the student wants to accomplish/gain. They should allow the student to stretch and grow, and can come from the categories described below:

1. Knowledge and life learning goals: assist in identifying desired areas of knowledge
2. Character development goals: help identifying desired inner strengths or in clarifying personal values
3. Professional/career goals: assist in determining desired professional direction
4. Skill development goals: used to identify desired areas of specific skills (knowledge, hands-on)
5. Service learning/spiritual goals: focused on efforts that will benefit others

Plan of action: Specifically outline how the learning goals will be accomplished.

Clinical Log: Keep a current log of your clinical dates, hours, and a brief description of your shift. This information should be communicated on a bi-weekly basis by email and a form submitted on dates outlined above.

Bi-Weekly Update: Students must email a weekly update of their experience and their evaluation of how their skills and knowledge are improving and changing.

Reflective Writing: This assignment will prompt students to reflect on daily lessons learned during the internship, provide insight into emotional and intellectual processes and patterns used as a learner, and help you become aware of what you like and do not like (and therefore avoid), what conditions encourage you to take risks in learning, how you organize your learning, what kinds of learning tasks you are drawn to, and what teaching styles you find most compatible. The following questions may be useful to answer when working on this assignment. You do not need to respond to each one each time and it is suggested that you do not respond to the same ones each time.

General questions:

What did you learn about yourself today?

What did you or did you not like about your experiences today?

Did something go contrary to your values?

How were your values supported or challenged?

Are you bored? Why?

Is there something you want to remember about today and use in the future?

What would you do differently if placed in the same situation in the future?

What would you like to change about your internship? About your attitude?

What would you like to change about your relationship with your preceptor?

Your co-workers? Your patients?

What did you learn today about nursing?

Evidence-based questions: (these questions relate to the topic you have chosen to investigate)

What did you learn today from reading the literature on the topic?

Do you agree or disagree with what you read?

Do you have any concerns or issues related to the topic?

How do you think knowledge you are gaining will help or hurt patients and families?

Specific information on Reflective Writings:

-

1. **See due dates above.**

Integration Report/Evidence Based Nursing: This assignment prepares students for future professional experiences by teaching them to identify and consider problems, issues, or concerns arising from actions of patients, families, or health care professionals. The information learned contributes to professional growth as well improved patient and family care and focuses on best practice.

The integration report consists of two sections. The first is a concept/principle application, the second is an issues and concerns section.

Concept application: students identify a practice or policy noted during their clinical experience, including describing how the practice or policy was evident or applicable at the internship during the week.

Issues and Concerns: Complete a search for evidence based articles that either support or do not support the practice/policy you have identified. A minimum of 5 articles must be included in your evaluation. Write a three to five page paper outlining how the articles support or do not support the practice/policy you have identified. This assignment encourages students to solve problems and/or discover a more efficient way to deal with an identified issue/concern.

****Put all references within and at the end of the paper in APA format.**

***** An automatic 10 points will be taken off if more than 5 spelling or grammatical errors are found. If needed, please have someone else proof read your paper before submitting it.**

See above for due date.

Final Self-Evaluation of learning goals and plan of action: an evaluation of goal progress/accomplishment as well as a discussion of why some goals may not have been met. Evaluating the goals on a 5 point scale may be helpful (1 = not at all; 2 = somewhat; 3 = partially; 4 = nearly; 5 = fully. The following questions may help in the evaluation.

1. What factors were involved in what you accomplished?
2. Did you allow yourself reasonable time to complete them?
3. Were efforts directed elsewhere?
4. What role did others play in helping you accomplish your goals?
5. Were your goals/objectives realistic?
6. Should they have been broken down into several parts?
7. Can you see your progress and celebrate your accomplishments?
8. Did the facility and staff support your learning objectives?
9. Would you recommend this facility to other students for internship experiences?

See above for due date.

Write a Thank You note to the faculty of the facility you have worked at: This short note expresses gratitude for an invaluable learning experience. The note should be well thought out, organized, with specific examples of helpful interactions included.

Faculty and Preceptor Evaluation

Students will be evaluated by faculty, the intern preceptor, and the student him/herself. The faculty will evaluate student written work and consider the preceptor evaluation and the student's self evaluation when determining the course grade. The preceptor will use the faculty-generated guidelines in evaluating the student at the end of the block. The guidelines involve the areas of job competence, professionalism, interpersonal relations, and personal attributes. Midterm evaluations with faculty and preceptor will also be held.

How writing functions in the field of Academic Internships

“Learning is the process whereby knowledge is created through the transformation of experience”

There is so much learning that comes with doing an internship. Internships are designed to be an experiential, academically-linked, and goal-focused form of education where experiences result in self-understanding, self-discipline and self-confidence. Actual experience in the field is central to an undergraduate's ability to integrate didactic information with clinical practice. This is not something that will happen overnight, but occurs as you learn to process the experiences, knowledge, and skills that are gained in your internship.

Learning from your internship requires both class work and didactic application in its broadest sense. Your internship offers new opportunities to think more consciously and more creatively about relationships and to act in collaborative ways to critical issues faced by patients and families, as well as practicing nurses.

Reflecting on your internship forms the bridge between your academic and hands-on experience, providing you with an optimal education. Consequently, your internship involves some writing assignments designed to encourage personal reflection and critical thinking skills. Both formal and informal written reports enable you to capture, analyze, and process meaning to assist you in distinguishing between fact and opinion. Recognizing meaningful experiences is vital in many ways—most importantly in helping you develop into a skilled professional, capable of applying your academic learning to benefit patients and families.

Through a range of writing assignments, you learn to see the connections between your field experiences and classroom learning, confront personal and professional issues, and function in collaboration with other interns, thus contributing to their learning as well as your own. The assignments help clarify distinctions between your personal and professional ideas, assist you in recognizing personal values, document potentially questionable situations, demonstrate creative problem-solving skills, and also evidence knowledge of an issue and its resolution that is related to your internship experience. Formal writing assignments include a daily reflection journal and logging of experiences, weekly concept application and creative problem-solving activities, and written articulation of goals and objectives that add direction and purpose to your daily experiences and form a learning contract between you and the agency. A final synthesis paper will demonstrate your knowledge of a professional issue of your choice, integrating your personal experiences and critiquing the professional literature to arrive at innovative solutions. The learning portfolio will corroborate your academic and professional growth, providing a vehicle for you to articulate in writing the integration of theory and practice. The informal writing assignments relate to actively processing information covered in the weekly academic assignments or responding to issues or concerns of other interns.

Roberta Magarrell, Ph.D.

Debra Ann Mills, RN, M.S.

Associate Teaching Professor

Undergraduate Program Coordinator

College of Nursing

Brigham Young University

From: Adrienne Chamberlain

Sent: Wednesday, November 1, 2017 1:10 PM

Subject: Please forward your Fall 2017 internship course syllabi for syllabi assessment and feedback

INTERNSHIP OFFICE



September 28, 2017

Dear Internship Coordinator:

As you probably remember, last year the Academic Internship Office initiated a program of syllabus review for all internship courses. With the assistance of a graduate student in Instructional Psychology and Technology, we developed guidelines for assessing how well each syllabus complied with the BYU Internship Policy.

We were delighted with the response we received from internship coordinators across campus when we requested copies of your syllabi, and we were quite pleased to see that most syllabi complied to some degree with most of the criteria in the Policy. When we presented the results of the assessment to you last March, we sensed from you and your colleagues a great desire to make your syllabi fully compliant, and a number of you have already sent us a new and improved syllabus.

This fall we would like to repeat the assessment and measure how well we have done across campus to improve the design of internship syllabi to reflect the important pedagogical objectives for internship courses. For your information, we are attaching the guidelines we will use to assess the syllabi this year.

Would you please send an email to adrienne_chamberlain@byu.edu and attach a copy of the syllabus for each internship course that you supervise. For your information the numbers of internship courses are 199R, 299R, 399R, 496R, 599R, and 688R. We would appreciate hearing from you no later than October 10.

Thanks for all you do to help BYU students have quality learning experiences during their internships.

Sincerely,

A handwritten signature in cursive script that reads "Kristine Hansen".

Kristine Hansen
Director, BYU Academic Internship Office

Attachments:

Internship Course Syllabus Guidelines

Internship Policy

BRIGHAM YOUNG UNIVERSITY · 5435 HBLL · PROVO, UTAH 84602

(801) 422-3337 FAX: (801) 422-0172 EMAIL: internship@byu.edu WEBSITE: <https://intern.byu.edu>



Political Science

POLI 399R

Political Science Internship Credit Syllabus POLI 399R (9 credits)

Read this syllabus carefully before, during and after the internship.

The Department of Political Science grants internship credit to students in order to help them accomplish three important goals: (1) to enhance and build upon study in the discipline; (2) to help build skills useful for future course work and, eventually, professional life; and (3) to encourage students to explore career possibilities and enhance their prospects for future employment. Most students feel that their internship experience was a highlight, even a defining moment of their undergraduate education.

The course assignments are to help you meet the above objectives in addition to any personal ones you may have. It is very important that you understand and accept the concept that credit and grades for internships are based upon knowledge gained related to political science, not just job performance. The work for this course is designed to help measure what you have learned in the internship related to the discipline of political science and, thus, is the principal vehicle for determining your grade for the credit. If you are not committed to this key objective, then you should not enroll in the credit.

Success in this course will depend upon your strong performance in each of the following areas. First, it is necessary to be reflective about your experience in the internship and be able to link what you are observing to theories, models, concepts or principles studied in previous political science courses. In this sense the internship becomes a laboratory in which you test those things you may have only examined abstractly in on-campus classes. Note that you are to focus on ideas and not tools. So, while writing and research (i.e. statistics) are important for communicating and testing ideas, they are not the same as a model or principle in political science. Simply explaining how your internship has helped you understand the importance of writing or how using statistical analysis for a project helped you see why research is important is insufficient for linking your internship experience to the discipline. Second, you must be able to think and write analytically, not just descriptively, about your experience. Students whose writing is only descriptive should expect to receive no more than a C grade for the course. Third, you must be able to communicate your thoughts effectively according to the norms and conventions for writing taught in POLI 200. This means that all of your assignments must be well written and free of mechanical or style errors. Students whose writing does not conform to the standards for good writing should expect to receive no more than a B grade for the course. Fourth, much of the course work requires you to be self-directed; it is important that you keep track of deadlines and submit the assignments on time. The assignment schedule is intended to have you examine and reflect on various aspects of the experience at key times in the internship. The effectiveness of the assignments is diminished if they are submitted late. Finally, you must work a minimum of **450 total hours** in the internship and be a hardworking, reliable, competent staff member for your internship provider. While most of your grade will be based on the written assignments you submit, working less than the required minimum hours, poor work performance, failing to keep commitments or violating your internship provider's rules will result in a poor grade for the credit.

Honor and Dress Code

In keeping with the principles of the BYU Honor Code, you are expected to be honest in all of your 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.

You expected to adhere to the Dress and Grooming Standards even if you are not on campus for any of the time you are in your internship. 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.

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.

Sexual Misconduct

As required by Title IX of the Education Amendments of 1972, the university prohibits sex discrimination against any participant in its education programs or activities. Title IX also prohibits sexual harassment-including sexual violence committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by the university. University policy requires any university employee in a teaching, managerial, or supervisory role to report incidents of sexual misconduct that come to their attention through various forms including face-to-face conversation, a written class assignment or paper, class discussion, email, text, or social media post. If you encounter Sexual Misconduct or harassment in your internship or in any other situation, please contact the Title IX Coordinator at t9coordinator@byu.edu or 801-422-2130 or Ethics Point at <https://titleix.byu.edu/report> or 1-888-238-1062 (24-hours). Additional information about Title IX and resources available to you can be found at <http://titleix.byu.edu>.

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.

Mental Health

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

Pre-Internship Orientation

The Pre-internship Orientation is conducted at the time you receive this syllabus. Any questions you may have about the internship credit coursework or how it relates to your responsibilities in the internship should be raised then or shortly after receiving the email from the Political Science Internship Director confirming that you can register for POLI 399R.

Registration and Student Commitment

All students receiving internship credit from BYU must complete the university's Internship Registration and Management System (IRAMS) application. Instructions for completing this online form will be sent to you in the email from the Political Science Internship Director confirming that you can register for POLI 399R.

When completing the IRAMS form, you will agree to abide by the following policy.

1. Be enrolled as an internship student.
2. Comply with all Experience Provider rules, policies and procedures.
3. Complete the internship during the dates specified unless modified by the Experience Provider and BYU. Students who feel they must leave or not start an internship for which they have registered must do the following: (1) Consult the BYU department/college internship coordinator or faculty member supervising the internship and explain their reasons for wanting to discontinue the internship. (2) If the department agrees with the student's decision, the internship provider must be given appropriate, timely notice about the discontinuance. (3) If the decision to discontinue comes after the drop deadline, the student must petition to quit the internship. (4) If the student has received money from a BYU college or department to help defray expenses associated with the internship, the student may be required to give back an amount commensurate with the time not spent in the internship. Students who leave internships early without notifying their BYU supervisor and the internship site supervisor may receive a low or failing grade for the internship and may be blocked from registering for future internships.
4. Work conscientiously under the direction of the supervisor assigned by the Experience Provider, submitting all reports and assignments as required.
5. Report serious problems, including physical, safety and personnel, to the Experience Provider supervisor and the BYU Internship Coordinator.
6. Complete all BYU academic assignments and course work as outlined by the applicable

department.

7. Adhere to BYU's Honor Code and the Experience Provider's Standards of Personal Conduct and Dress and Grooming Standards.
8. Receive and read a copy of the Internship Master Agreement between BYU and the Experience Provider. I acknowledge that it is incorporated by reference into this Agreement and that I am bound by such terms and conditions therein which specifically apply to interns.
9. Consult with my personal physician in regard to necessary immunizations and any other medical matters relating to my participation in the internship program.
10. Authorize BYU's designated representative to grant permission for my necessary medical treatment for which I will be financially responsible if, during my participation in the program, I become incapacitated or otherwise unable to provide consent to medical treatment and advance consent cannot be obtained from my family.
11. Participation as an intern may involve risks not found in study at BYU. These include risks involved in traveling to and returning from place of internship; different standards of design, safety, and maintenance of buildings, public places, and conveyances; local medical and weather conditions. I represent that I have made my own investigation and am willing to accept these risks.
12. Be personally responsible for all housing, transportation, study, and other arrangements in connection with my internship and personally bear all associated costs. In addition, be personally responsible for any financial liability and obligation which I personally incur and for any injury, loss, damage, liability, cost or expense to the person or property of another which is caused or contributed to by me during my participation in the internship program. I understand that BYU does not represent or act as an agent for, and cannot control the acts or omissions of, any host institution, host family, transportation carrier, hotel, tour organizer, or other provider of goods or services involved in the internship. I understand that BYU is not responsible for matters that are beyond its control, including, without limitation, strikes, war, loss, or theft of personal belongings, delays, weather, acts of God, governmental restrictions or acts, errors, or omissions of third party providers of goods or services.
13. Abide by all applicable laws. I understand I must personally attend to any legal problems I encounter or incur as an intern.
14. Acknowledge and agree that BYU is acting as an internship facilitator only and that BYU will be neither responsible for nor held liable for any claims, disputes, losses, damages, injuries, adverse events or outcomes arising out of or caused by the internship, including but not limited to such claims, disputes, losses, damages, injuries, adverse events and outcomes caused by Experience Provider's actions, inactions or negligence, even if BYU has been advised of the possibility of such.
15. Acknowledge and agree that as an Intern, I am placed with the Experience Provider in order to receive educational experience as part of my academic curriculum; my duties performed as an Intern are not performed as an employee of the Experience Provider but rather in fulfillment of the academic requirements of my educational experience and are to be performed under direct supervision by the Experience Provider's personnel. To the extent allowed under state and/or federal law, neither the Experience Provider nor BYU is required to provide worker's compensation coverage for my participating in this educational experience.
16. Acknowledge that all creative work performed as part of my internship shall be considered a "work made for hire," and that all copyright and other intellectual property rights in any such original creative work produced by me shall be owned entirely by the Experience Provider. Further, I agree not to utilize, incorporate, or otherwise make use of any pre-existing intellectual property and/or trade secrets of Brigham Young University in the creative work or internship

performance without the express written permission of Brigham Young University

Supervisory Contact with Political Science Internship Director

During the internship your contact with the Political Science Internship Director will primarily be through email as you submit the course assignments. However, if the need arises, additional meetings can be held by phone, videoconference or in-person.

Grading

This course is letter graded. Because some of the assignments are submitted after grades are due, you may initially receive a "T" grade for the course. This is a neutral grade that will not affect your grade point average. Shortly after the deadline for submitting all of your work, the letter grade for the course will be posted to your transcript. Should you fail to complete the required work by the deadline indicated in the assignment schedule a grade change will be submitted based upon the work received up to that point. *Students planning to graduate at the end of the semester will need to complete all assignments by the last day of finals if they wish to have their grades submitted in time to meet the university deadlines for graduation.*

One note of caution—students completing internships for credit occasionally misunderstand the importance of the reports and written work in determining their final grade. Usually this misunderstanding is due to assuming mistakenly that the credit will be an "easy A," resulting from just having performed well in the internship. Avoid this error and remember that your supervisor's evaluation counts for only a portion of the final grade. The academic work you submit is a major vehicle for evaluating what you have learned and for determining your grade. These papers and reports must be well-written and will be rigorously graded. Unless your academic work is of a superior quality, just having worked hard in the internship will not guarantee you a satisfactory outcome for the course.

The course assignments will be weighted according to the following in determining your final grade:

- Pre-internship Report = 10 %
- Portfolio = 15%
- Organization Analysis = 10%
- Mid-internship Self-assessment = 5%
- Final Supervisor Evaluation = 25%
- Learning Objective Paper = 15%
- Research Project = 20%

Grading in each category and for the course will be based on the following scale of student points earned:

100 - 96 = A,	85.99 - 81 = B,	70.99 - 66 = C,	55.99 - 51 = D,
95.99 - 91 = A-,	80.99 - 76 = B-,	65.99 - 61 = C-,	50.99 - 46 = D-,
90.99 - 86 = B+,	75.99 - 71 = C+,	60.99 - 56 = D+,	45.99 - 0 = E.

Kate Turabian's *A Manual for Writers of Term Papers, Theses and Dissertations* will serve as a how to guide for all matters of style and documentation for assignments in this course.

Submitting Assignments

All assignments must be submitted to the Political Science Intern Director by the dates indicated on the attached assignment schedule. Late reports will be penalized 10% for each week or portion of each week they are late beyond the date they are due unless written permission has been granted for late submission by the intern director. Submit assignments as an MSWord document attached to an email. You will receive a reply via email confirming that the assignment was successfully transmitted. If you don't receive a reply by the following day, then be sure to follow-up with a phone call or another email message. ***Unless you receive the email acknowledgment, do not assume the assignment was received***

Pre-internship Report

Prior to the beginning of the internship write a paper to help you become better acquainted with the experience provider and the nature of the work you will do there. Part of this assignment will require you to interview your work supervisor. The paper should be three to five pages long and provide all the following information:

1. Examine the office or organization for which you will be working, including a description of its mission and goals, its structure, and any major current issues, activities or projects with which it is now dealing. If you are going to a congressional office, you should also tell something about the background and political interests of the senator or representative for whom you will be working, along with an examination of his or her voting record and any current legislation he or she is sponsoring or co-sponsoring (see *Politics in America*, *The Almanac of American Politics*, *Congressional Quarterly Weekly Report*, *The National Journal* and the member's web site).
2. Describe what you believe your responsibilities will be in the internship.
3. Interview your work supervisor or the intern coordinator in the office and report his or her response to each of the following questions:
 - What is the standard dress in the office?
 - Who will I report to in the internship?
 - Who will my co-workers be (i.e. names and positions of those you will work with on a regular basis)?
 - What should I do to prepare for the internship?
 - What kind of computer software is used in the office?
 - What training will be available to me the first week?
 - What will my daily routine be like?
 - What major projects will the office focus on during my internship?
 - Are there books, articles or other materials I should read to prepare?
 - Are there materials relevant to organization or internship that you can access on-line or that could be sent to you?
 - What can I expect to learn in this internship?
 - What are the expectations you have for interns in your office?
4. Outline goals you have for yourself in each of the following areas:
 - Identify the models, theories or concepts related to political science you want to analyze during the internship; be sure to reference the courses and/or texts you will draw from for your analysis (see the third paragraph on page one for clarification about what is and is not acceptable).
 - Skills you would like to improve or acquire.
 - Understanding of career possibilities or direction you hope to gain.

- Other personal goals you have for the experience.
5. Include a bibliography or works cited page of sources used (including interviews or the Internet) and footnote where appropriate.

The paper must demonstrate that you have carefully examined the office/organization where you will be working and the internship experience there. Substantial weight will be given to how well the paper is written (spelling, grammar or style errors will be penalized) and the extent to which you address all of the above questions. This paper should be submitted as early as possible, but not later than the date indicate on the assignment schedule.

Portfolio

Over the course of your internship you should increase your understanding of models, theories, concepts and institutions related to political science. Document what you have learned and the skills you have developed in a portfolio.

A good portfolio may contain a variety of entries, including correspondence (both memoranda and letters), reports written for your supervisor or other staff in the organization, notes on meetings or projects, or other general observations from your experience. Include anything that you feel demonstrates increased knowledge about political science. Be careful not to include anything that might be considered confidential unless you have your work supervisor's permission to do so.

Cover page for each entry that relates it to political science (50% of portfolio grade).

Provide a one page cover page for *each* item in your portfolio that analyzes it in the context of some theory, concept, institution or process that you have studied in your political science course work. This is essentially a “micro essay” on how your work on this item has increased your understanding of some aspect of the discipline. To receive full credit a cover page will have each of the following elements.

- A brief explanation of the entry, including any skills you developed or improved as a result of working it.
- A careful analysis of how the item illustrates or contradicts some generally accepted theory, model, or concept you have studied in political science. Use the language of the discipline and provide citations. This section should be occupy the largest portion of the cover page.
- Identify at least one question or idea for future investigation (either during the internship or later) related to political science that you find interesting as a result of having worked on this entry.

The cover pages should be written over the course of the internship at the same time the portfolio entries are completed. It is less effective (and strongly discouraged) if you write them all at the end of the internship just prior to submitting your portfolio.

Analytical summary paper (40% of portfolio grade). At the beginning of the portfolio include a minimum five-page paper in which you analyze those theories, models and concepts from your past political science course work that you have come to understand better as a result of your internship and why. Be sure to identify the courses and/or readings from those courses as they relate to the theories, models and concepts (see the third paragraph on page one for clarification about what is and is not acceptable). Reference the items in your portfolio as the evidence to support your analysis.

Personal growth paper (10% of portfolio grade). After the analytical summary paper include a

two to three-page description of the additional skills and general knowledge you have acquired as result of the internship along with the personal growth and understanding of career possibilities that you have developed.

Supervisor evaluation. After the internship summary paper include the evaluation your work supervisor completed of your work performance (see details below).

Format. Assemble the portfolio *as single a PDF* document and submit it by email to me by the deadline indicated in the assignment schedule. The presentation should be professional and organized. Some method of dividing entries (e.g. table of contents) will make the portfolio more organized and easier to read. A portion of the portfolio grade will be based on the quality of the presentation. If the file is too large to email, contact me to make arrangements to submit via Dropbox.

Portfolio grade. A portfolio deserving of an “A” grade will have at least 14 entries (items) with well-written, analytical cover pages and summary papers. It will be well-organized and professionally presented. Portfolios that are lacking in any of the above qualities, but have analytical cover pages and summary papers will merit a “B.” Those that are merely descriptive or have few entries will receive only a “C” grade.

Mid-internship Assessment

By the date indicated in the assignment schedule, assess your performance in the internship and note any areas in which you feel improvement is necessary. Write a two to three-page paper that addresses each of the following points:

1. What are you doing well in your internship?
2. In what ways do you need to improve in the internship?
3. Are you satisfied with your work assignments? Why or why not?
4. Describe your relationship with your work supervisor and co-workers. Is there anything you need to do to improve those relationships?
5. Briefly summarize the knowledge and skills you have gained or improved since beginning the internship.
6. How has the experience challenged the assumptions you had prior to the beginning of the internship about working for this or a similar organization?
7. If there are any problems (i.e. relationships, work assignments, other issues) with the internship, what have you done to resolve them? Are there any left unresolved?
8. Have your supervisor complete the attached Mid-internship Evaluation Form and include it with your report. Include your response to any concerns raised in it about you or your work.

Organization Analysis

Write a five to seven page paper in which you examine and evaluate the office or organization in which you are working. The paper must address each of the following:

1. Describe the mission and goals of the organization. Why is or why isn't it successful in accomplishing its mission?
2. Include an organizational chart which outlines office/organization hierarchy and briefly describes

- the duties of the staff. Be sure to identify where interns or your position fits into the chart.
3. Describe and evaluate the decision making process in the organization, including both formal and informal processes. Formal processes are often outlined in official documents (e.g. organization charter or constitution or statute) describing who has authority to make decisions. Informal processes are those that are not outlined in any official manner, but either have influence on the formal processes or are, in reality, the way in which decisions are reached. For example, the administrative assistant to a department head may not have any authority in the organization structure but is the gatekeeper on information submitted to his or her boss. Thus, the assistant controls which issues will be considered and, to a certain extent, the outcome of deliberations on those issues.
 4. Describe the qualities of employees that are valued by the organization. Do you feel the reward structure (to the extent you are aware of it) helps to promote the organization's mission? Reward structures could include remuneration, among others. Why or why not?
 5. What one recommendation would you make to improve the organization's performance? Why do you think it would improve the performance? Be practical in your recommendation by taking into account the resources and constraints of the organization. Why do you think your recommendation has not already been tried or adopted?
 6. Indicate two principles, concepts, theories, models or processes you studied in your previous political science courses that are relevant to this organization. What new knowledge or understanding do you have about them as a result of observing the work of this organization?

Learning Objective

A substantive, well defined learning objective can be an important part of your intellectual development in the internship. It will help you be reflective about your experience and link your observations to previous course work on campus. This assignment is completed in two stages.

Stage I. Stage I requires you during the first week of the internship to review the menu of objectives in the PLSC 399R Learning Objectives Supplement attached to this syllabus. Give particular attention to the objectives under the category that most closely conforms to the kind of organization for which you are working. *In consultation with your work supervisor* select one of the objectives that you will focus on during the internship. Clearly these objectives will not work for every possible internship, so any objective may be modified or another substituted for those on the list as long as the changes or substitutions have the approval of the intern director within the first three weeks (preferably within the first week) of the internship. Discuss with your supervisor ways in which you will be able to accomplish the objective either through observation, participation in meetings and/or through your work assignments. By the end of the second week of the internship submit a two to three-page report that:

1. States the objective you have selected;
2. Reviews your supervisors comments about it, including concerns about the possibility of accomplishing it;
3. Outlines the opportunities that can be made available to you to accomplish it;
4. Your plan of action for accomplishing it; and
5. Which concepts, theories, etc. taught in the introductory American government or other political science courses likely will be relevant to this objective.

Stage II. During the internship follow (and revise if necessary) your plan to accomplish the objective. After the end of the internship and by the date indicated in the assignment schedule submit a minimum five-page report (excluding citations) detailing what you have learned relevant to the objective.

This report is an important part of the learning process and must reflect that you have conscientiously analyzed the selected topic and can relate it to one or more of the concepts taught in the introductory American government or other political science courses. A report that merits an “A” grade will also demonstrate careful thought about and analysis of your observations in the internship. It will draw upon your internship experience in reaching conclusions about the topic in question along with information gathered from news reports or other sources that contradict or reinforce your conclusions. It must be well-written without errors in either style or mechanics.

Research Project

Write a 10 to 15-page research paper on an issue related to your internship. Ideally this paper will grow out of one or more of the work assignments in your internship. The paper should emphasize primary source research (e.g. interviews with relevant knowledgeable people or data you collect as part of the internship). Discuss the paper's topic with your work supervisor and see what he or she is willing to do to help you gain access to the data needed to complete the paper. I hope the paper will be something that you could also leave with your experience provider. The final draft of this paper is due two weeks after the conclusion of the internship by the date indicated in the assignment schedule.

Research design. By the *date indicated in the assignment schedule* submit a *research design for the project for approval*. The design should follow the conventions taught in POLI 200 and must be approved by the faculty advisor or collaborating faculty member. Papers written without an approved research design submitted by the indicated deadline cannot receive more than a “B” grade. Please note the importance of closely coordinating the project subject and direction with the faculty advisor or collaborating faculty member. Questions about the project should be directed to whichever of the above is responsible for approving the design and grading the final product.

Research project grade. A research project deserving of an “A” grade will be well-written, free of errors and following all the conventions for mechanics, style and format taught in PLSC 200. It must utilize primary source data drawn from the internship experience. It must address its subject in a substantive and meaningful way and reach conclusions based on the evidence and arguments presented in the paper. As noted above, an “A” paper also will have been preceded by an approved, well-written research design. The paper will receive a “B” grade if it lacks one or more of the above qualities. A “C” grade will be given to papers that are merely descriptive and lacking in one or more of the above qualities.

Supervisor's Evaluation

This is a midterm and final evaluation of your job performance completed by your work supervisor. Guidelines that your supervisor should follow in completing the evaluation are found at the end of this syllabus. Be sure your supervisor has a copy of them. *Note: You are responsible to insure that the completed mid-term and final evaluations are submitted by the dates indicated in the assignment schedule.* You should carefully read the final evaluation and respond to it in a separate statement if you disagree with any part of it.

Assignment Schedule

Submit all assignments according to the dates indicated below. Carefully review instructions given above for assignment details.

Prior to or on [the first day of the internship]

- Pre-internship Report due.

[Week 1]

- Learning Objective Stage I assignment due.

[Week 4]

- Design for Research Project due to Political Science Intern Director.

[Week 7]

- Mid-internship Self-assessment paper due.
- Mid-internship Supervisor evaluation due.

[Week 10]

- Organization Analysis paper due.

[Two weeks after internship]

- Learning Objective Report (Stage II) due.
- Research Project due.
- Portfolio and Final Supervisor Evaluation due.

BYU Political Science Mid-internship Evaluation
The immediate supervisor of the intern should complete this evaluation.

Help us assess how well this student is doing in his or her internship by responding to the following questions. Because this evaluation is a factor in determining this individual's grade, it is an "education record" under the Family Education Rights and Privacy Act. Under this law, the individual has a legal right to examine all evaluations upon request.

- Please write your responses on your organization's letterhead.
 - Indicate the student's name at the beginning.
 - Include your typed name, position and signature at the end.
 - Review the evaluation with the student and have him or her send it to the Political Science Intern Director.
1. Estimate the average percentage of work time the student spends doing each of the following:
 - Research;
 - Writing (including correspondence);
 - Organizing meetings or related activities;
 - Clerical (e.g. filing, errands, photocopying, receptionist, typing, etc.); and
 - Other (please describe).
 2. Describe the student's responsibilities.
 3. Evaluate the quality of the student's writing.
 4. Evaluate the student's analytical skills and the quality and accuracy of his or her research.
 5. Evaluate the student's interpersonal skills, initiative, willingness to accept responsibility and dependability.
 6. Has the student kept the work schedule agreed to at the beginning of the internship? If there have been any problems with punctuality or attendance, please describe them and indicate whether or not they have been resolved.
 7. What is the student doing well in the internship?
 8. In what ways can the student improve his or her performance?
 9. Has the student reviewed his or her learning objectives with you?
 - a. Has he or she been given opportunities to accomplish these objectives?
 - b. To what extent do you feel he or she has taken advantage of these opportunities.
 - c. Any recommendations for how the objectives should be modified?
 10. Any other comments.

BYU Political Science Intern Final Evaluation
The immediate supervisor of the intern should complete this evaluation.

Please evaluate the student candidly and objectively, comparing him or her with other interns of a comparable academic level or with personnel assigned to the same or similar tasks. The Political Science Department Intern Director must receive this evaluation before the student can receive a grade for his or her internship experience. Please complete it as soon as possible. Because this evaluation is a factor in determining this individual's grade, it is an "education record" under the Family Education Rights and Privacy Act. Under this law, the individual has a legal right to examine all evaluations upon request.

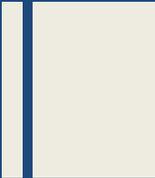
- Please write your responses on your organization's letterhead
- Indicate the student's name at the beginning
- Include your typed name, position and signature at the end
- Review the evaluation with the student and have him or her send it to the Political Science Intern Director

1. Describe the student's responsibilities.
2. Estimate the average percentage of work time the student spent doing each of the following:
 - Research
 - Writing (including correspondence)
 - Organizing meetings or related activities
 - Clerical (e.g. filing, errands, photocopying, receptionist, typing, etc.)
 - Other (please describe)
3. Evaluate the quality of the student's writing.
4. Evaluate the student's analytical skills and the quality and accuracy of his or her research.
5. Evaluate the student's interpersonal skills, initiative, willingness to accept responsibility and dependability.
6. Were any problems with punctuality or attendance described in the mid-internship evaluation resolved or did any develop since that evaluation?
7. What are this student's work-related strengths?
8. Any weakness in the student's performance and suggestions for how he or she might improve?
9. Was the student given opportunities to accomplish his or her learning objectives? To what extent do you feel he or she has taken advantage of those opportunities?
10. To the best of your knowledge, has the student completed the total work hours agreed to when accepted for this internship? If not, how many hours has he/she completed.
11. How do you rate this student's overall performance as compared with other interns or personnel assigned the same or similar tasks? Possible rating include excellent (equivalent to an "A" grade), very good (a "B" grade), acceptable (a "C" grade), below average (a "D" grade), and unacceptable (a failing grade).
12. Would you like to have another BYU intern? Any other comments.

PORTFOLIO ASSESSMENT WORKSHEET

PLSC 399R 9 CREDITS

Assessment Criteria	Points Available	Points Earned
1. Does the portfolio conform to the formatting instructions and have at least 14 different acceptable entries, each identified by a separate cover page?	14	
2. For each entry is there a brief explanation of the entry, including any skills you developed or improved as a result of working on it.	14	
3. Each cover page has a careful analysis of how the item illustrates or contradicts some generally accepted theory, concept, institution, or process you have studied in political science.	14	
4. For each entry there are questions raised or ideas for future investigation (either during the internship or later) that have come to you as a result of having worked on this item.	8	
5. You have included a minimum five-page “ analytical summary ” in which you detail the theories, models, or concept from your past political science coursework that you have come to understand better as a result of your internship, and why. (Reference the items in your portfolio as the evidence to support your analysis.)	40	
6. A “ personal growth paper ” 3-5 page paper is included describing additional skills and general knowledge you have acquired as a result of the internship along with the personal growth and understanding of career possibilities that you have developed.	10	
7. Any reduction of grade because of tardiness of portfolio submission?	?	
TOTAL	100	



Recreation Management

RECM 496

BRIGHAM YOUNG UNIVERSITY
THERAPEUTIC RECREATION & MANAGEMENT
RecM 496R Section 001: Therapeutic Recreation & Management Senior Internship
2 Credit Hours

INSTRUCTOR & COURSE INFORMATION

Instructor Information

Ashley Bowen, TRS, CTRS

Adjunct Faculty

W425 TNRB

Office: (801) 422-7114

Office Hours: Typically 10 am – 2 pm on Mondays, but please make an appointment.

tr_internships@byu.edu

Course Schedule:

Online via Learning Suite

COURSE DESCRIPTION

Full-time work experience in a therapeutic recreation agency under the supervision of a Certified Therapeutic Recreation Specialist (CTRS). Applying academic skills and knowledge to solve problems and stimulate innovation.

REQUIRED MATERIALS

No textbook is required for this course.

COURSE LEARNING OUTCOMES

1. Skills Application: Apply the skills of assessment, individual program planning, and documentation of patient/client/resident/participant progress. Design, implement and evaluate meaningful leisure experiences.
2. Human Relations: Develop a friendly and professional relationship with the people you work with at the agency, learn to take the initiative and be proactive in communicating openly with your agency supervisor, colleagues and clients.
3. Management: Be competent working in a variety of functions including finances, marketing, event planning, facilities management, public relations, and other areas of concern to entry-level professionals in the recreation, park, and tourism management field.
4. Certification: Take the National Council for Therapeutic Recreation Certification (NCTRC) certification exam upon graduation.

COURSE POLICIES

- Course Credits: This course is 2 credit hours according to department policy. You can take more credits if required for a scholarship or if you are in the old program. Please discuss this with me before filling out your internship application. You are required to complete at least 14 consecutive weeks and 560 hours under a qualified Certified Therapeutic Recreation Specialist (CTRS) according to NCTRC standards. This means there are 280 hours of internship work for each credit. That number will change if you sign up for more credits.
- Course Orientation: You are required to meet with me in-person, via phone, via e-mail, or via video chat BEFORE your internship begins to make sure all of the appropriate paperwork is complete and to discuss expectations. We will discuss things like using the IRAMS system for your internship application, assignments and expectations, grading procedures, standards of personal conduct, your relationship with your agency supervisor, the Internship Master Agreement (IMA), and what to do if internship has to be terminated. Please contact me to set up this orientation appointment.
- Office hours: I enjoy meeting with students outside of the classroom and I encourage you to utilize my office hours to help with clarification on assignments, or answer questions. I am happy to meet with you in-person, via video chat, or over the phone. Sometimes discussions must happen over e-mail due to time constraints. Please arrange this meeting through e-mail and provide advanced notice.
- Learning Suite: This course will be using Learning Suite to communicate with students as well as post important documents associated with this class (announcements, assignments, class notes, etc.). It is your responsibility to check Learning Suite weekly, if not daily.
- Assignments: You are expected to complete all of the assignments in this class. Your due date may differ from what is on Learning Suite depending on your internship start date. The due dates are a suggested timeline and will help you stay on track. You may need to modify your own due dates based on your personal timeline. Please note that if you are not done with your assignments by the time grades are due, you will receive a T grade until everything is complete.
- Accommodations for students with disabilities: Brigham Young University seeks to provide equal access to its programs, services, and activities for people with disabilities. If you need special accommodations, please inform the instructor at the beginning of the semester and present documentation from the University Accessibility Center (UAC). See University Policies at end of syllabus for details.
- Graded Assignments: Points earned on graded assignments will be recorded on a regular basis in the gradebook in Learning Suite. Please check the grade book regularly so that you are aware of your grade in this class and can use my feedback to help clarify questions about the content covered.
- Finally, this syllabus has been created as a guide for our class and is as accurate as possible. More details on assignments can be found on Learning Suite. However, all information is subject to change, as class needs change. Any changes will be discussed via Learning Suite e-mail and will be documented on the Learning Suite schedule.

COURSE REQUIREMENTS & ASSESSMENT OF LEARNING

Each one of the following assignments are highlighted in the weekly modules on Learning Suite. Please remember the due dates for you will depend on when you start your internship. Please see Learning Suite and the internship manual for details.

Assignment	Points	Due Dates & Description
Bi-weekly Journals	105	<p>DUE EVERY OTHER WEEK: 15 points each x 7 journals = 105 points. Make regular contact with your Academic Internship Coordinator by completing a bi-weekly journal entry identifying any noteworthy experiences and discussing any problems or challenges you are experiencing. At least seven journal entries are required to receive an A grade on these assignments. Please submit through Learning Suite. *Not more than 2 paragraphs, please, except for agency overview. Your first journal entry should contain the agency overview – see internship manual for details.</p>
Two Site Visits	50	<p>DUE BY END OF THE INTERNSHIP: Make two or more site visits to other Therapeutic Recreation agencies, programs, or units. These may be either clinical or community based. Under the corresponding site visit assignment on Learning Suite, provide a brief description of the program, the number of recreation therapists employed, the diagnostic group(s) served, how the program is funded, and any additional information regarding the agency or the Therapeutic Recreation staff you feel would be informative. You should ask your supervisor for suggestions of TR agencies that interface with your TR internship agency. For example, if you are in a community-based setting, you may want to visit a clinical agency where you receive referrals. If you are in a clinical setting and referring patients to a community-based agency, visit that agency. Your TR Agency should count these visits as part of your internship hours. Negotiate off-site agency visitations in a timely and appropriate manner. <u>Please make an appointment with the agency – do not just show up unannounced!</u></p>

Mid-Term and Final Internship Evaluations	100	MID-TERM DUE WEEK 7 and FINAL DUE BY END OF INTERNSHIP: See the Mid-Term and Final Evaluations provided in the internship manual. It is your responsibility to initiate your evaluations with the agency supervisor. The due dates for evaluations are found on the Assignment Checklist within your Academic Internship Manual. You are encouraged to meet with your Agency Supervisor to review the evaluations before they are submitted. It is preferred that they be submitted to Learning Suite, but an e-mail can work as well. Please write "Mid-term Evaluation" or "Final Evaluation" in the subject line. I will accept hard copies delivered to my office as well, but please note that grades for hand delivered evaluations will be delayed. Do not depend on your supervisor to return your evaluations. It is your responsibility, and you will not receive a grade until signed copies of both are completed. Please keep a copy for your records in case the submission gets lost.
Senior Capstone Proposal	25	DUE BY WEEK 10: Gain approval from your Agency Internship Supervisor for your senior capstone project. See internship manual for details on this assignment. Send a brief overview/proposal to your Academic Internship Coordinator. *This can be done as early in the internship as you and your Agency determine. The earlier, the better.
Senior Capstone Final One-Page Overview	50	DUE BY END OF INTERNSHIP: Submit the project in written format by the end of your internship. This should be a one-page overview of how it went, submitted through Learning Suite. Any pictures or physical projects (copies of manuals, booklets, posters, etc.) are encouraged to be submitted in addition to your overview to your academic supervisor, if possible. This can be submitted in Learning Suite, mailed, e-mailed, or dropped off in W425 TNRB.
Case History/Study	50	DUE BY END OF INTERNSHIP: In previous courses, you may have reviewed case studies from the <i>Therapeutic Recreation Journal</i> or other sources. The purpose of this assignment is to give you the opportunity to systematically approach the TR process or to evaluate a program or intervention strategy. You will write your own case history/study based on a participant or program during your internship. Please see the internship manual for details.
Exit Interview	15	DUE BY END OF INTERNSHIP: If time allows, your Academic Internship Coordinator will conduct an exit interview for the internship. A phone call or in-person visit in W425 TNRB will be scheduled. PLEASE STILL COMPLETE THE WRITTEN EXIT INTERVIEW ASSIGNMENT ON LEARNING SUITE. It is best to do this towards the end of your internship (preferably after week 12) because the exit interview includes questions regarding your overall internship experience, including an evaluation of your internship supervisor and site. You are responsible for scheduling this with Ashley, but if time doesn't allow, the written assignment in Learning Suite will suffice.

Hours Log	10	DUE BY END OF INTERNSHIP: You must have your internship hours log signed off by your Agency Supervisor and Academic Supervisor. Please submit the entire packet found at this link to me after your Agency Supervisor has signed and I will attach it on the Learning Suite assignment feedback with my signature: https://nctrc.org/wp-content/uploads/2016/11/Student-Internship-Guide-Final-7-25-17.pdf
TOTAL	405	There are 405 total points from the various assignments outlined above

The following grading scale will be used in this course:

Grade	Percentage	Grade	Percentage
A	93%	C	73%
A-	90%	C-	70%
B+	87%	D+	67%
B	83%	D	63%
B-	80%	D-	60%
C+	77%	E	59% & Below

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 & Responding to Sexual Misconduct

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

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

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

Student Disability

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

Sociology

SOC 399R



Sociology 399R Academic Internship Fall, 2017

Instructor: Carol Ward (carol_ward@byu.edu)
Office: 2038 JFSB Phone: 801-422-3047
Office hours: TTh Noon to 1:30 and by appointment

Internship Purposes:

Sociology internships are intended to help sociology majors integrate the knowledge and skills learned in the sociology degree program with their own life goals and professional and career interests. This is an opportunity to apply what you have learned in your sociology classes to a real world professional setting and work experience. **The internship is designed to be a semester-long experience, with students working approximately 42 hours for every 1 hour of university course credit.** Additional course assignments are designed to enhance your internship experience by using sociological perspectives and methods. The internship and assignments are intended to help students:

1. Develop a professional sense of the work you will do by identifying personal learning goals or outcomes for the semester
2. Understand how to work within an organization and learn how sociology can enhance your job experience.
3. Help you think about the nature of what sociologists have termed "interactive service work" or jobs that require working with other individuals, and other issues relevant to your work setting.
4. Help you think about the kinds of information or data that organizations use in order to succeed, whether that information is about individual clients, work processes or organizations.

Readings: The following are important resources for this class. The first book is optional - you will need to buy it if you choose to read it for the class (See Assignment 4). The other reading is an article and is on Learning Suite for this class (under the Content tab).

1. Required: Van Maanen, John. 1978. People Processing: Strategies of Organizational Socialization. *Organizational Dynamics*, Summer.
2. Optional: Robin Leidner, 1993. *Fast Food, Fast Talk: Service Work and the Routinization of Everyday Life*. University of California Press.

Source on Qualitative Methods (on Learning Suite, under Content) that may be useful for your final project paper:

Optional: Lofland, John and Lofland, Lyn H. 1995. *Analyzing Social Settings: A Guide to Qualitative Observation and Analysis*. 3rd ed. Belmont, CA: Wadsworth Publishing Company.

Source on Writing Sociology Papers:

Optional: The Sociology Writing Group, 2001. *A Guide to Writing Sociology Papers*. 5th ed. New York City, NY: Worth Publishers.

Assignments: Please read this! You will also receive an **orientation email** about the class, and this information will be posted on Learning Suite. I will schedule a follow up meeting with each of within the first few weeks to review the course plans, expectations and information about the internship.

The total number of points for class assignments is 500. Point values are shown in the Course Objectives and Assignments chart below. Calculation of the final course grade will be based on the percentage of points earned, as shown in the Grade Scale chart.

Assignments may be turned in by email or message on Learning Suite. Feedback will be provided on your assignments by email or message in Learning Suite. Please check your assignment grades throughout the semester. If you have any questions about assignments or grades, please get in touch by email, phone (or come by my office). I'm always glad to talk with you.

A	94-100	B-	80-83	D+	67-69
A-	90-93	C+	77-79	D	64-66
B+	87-89	C	74-76	D-	61-63
B	84-86	C-	70-73	E	60 and lower

Course Objectives, Readings, Assignments, Due Dates, Points and % of Grade

Learning Outcomes	Readings and Assignment Guidelines	Due dates	% of grade & # of points
1. Get to know your supervisor and establish goals or outcomes for your internship.	Supervisor interview & internship goals: Write a short essay that describes 4 specific goals and how you plan to achieve them in your internship setting (essay should be about 1 page). <i>To help you develop your goals, meet with your supervisor to talk briefly about his/her expectations/plans for the internship.</i> (This is a great reason to start getting to know your supervisor and ask questions!) Your essay should include information from your supervisor meeting; your goals should include the following areas: 1. Knowledge goals - what new knowledge will you learn? 2. Skill goals - what new skills will you acquire or enhance? 3. Personal goals - how will you achieve personal growth (including interpersonal skills)? 4. Career development goals - how will	Assignment #1: Memo on internship goals <u>DUE SEPT 22</u> Schedule first individual meeting.	5% 25 points

	your internship responsibilities relate to or support your career plans?		
2. Understanding how socialization occurs in organizations	<p>Reading: John Van Maanen article (You can find a PDF of this article in Learning Suite under Content)</p> <p>Summarize in 1-2 pages Vann Maanen's argument and explain how it relates to your experience with your internship.</p>	<p>Assignment #2: Reading summary <u>DUE OCT 6</u></p>	<p>15% 75 points</p>
3. Journal entries - documenting your internship experience.	<p>Journal about your internship experience: Write at least 1-2 pages per week on your experiences, questions, thoughts, plans, etc. Be sure to discuss how your work helps you to meet your internship goals. Record the # of work hours each week. You may be able to use some journal entries as data for your internship project. NOTE: Read Chapter 5 from the Lofland and Lofland book for excellent guidelines and information on collecting data in the field (interviews, observations, etc.) and use of journal notes for analyzing social settings.</p>	<p>Assignment #3: Journal <u>DUE ON THE LAST DAY OF THE SEMESTER (ALONG WITH FINAL PROJECT PAPER)</u></p>	<p>15% 75 points</p>
4. This assignment is designed help you learn about what sociologists call "interactive service work" or jobs that require working with individuals, OR issues related to your specific internship setting. In your assignment you will produce a brief analysis of the organization or setting in which you work.	<p>Choose a book from the following options that is relevant to your internship:</p> <ol style="list-style-type: none"> Leidner, Robin. <i>Fast Food, Fast Talk</i>: Chapters 1-4 (See Note below) A book related to the substantive work related to your internship that will help you develop a project proposal. <p>For the book you chose, describe the core concepts and discuss how they relate to your internship. Write about a page per chapter (a minimum of 4 pages; about 1000 words). NOTE: Organizations exist within a specific environment and are maintained by an organizational structure and culture. The Leidner book is intended to give you some appreciation of managerial concerns. Sociologists focus on organizations and how they operate. The purpose of this assignment is to help you develop</p>	<p>Assignment #4: Book summary and discussion <u>DUE OCT 20</u></p> <p>Schedule 2nd meeting.</p> <p>Provide information on online mid-term internship supervisor evaluation – to be completed by the end of October.</p>	<p>20% 100 points</p>

	insights into your internship work environment. Organizations exist within a specific environment and are maintained by an organizational structure and culture.		
5. Develop a proposal (plan) for a research project that examines some aspect of your internship. This may be an examination of the organization itself or a research paper on issues the organization focuses on.	<p>Project Proposal: Develop a 1-PAGE PROPOSAL outlining the topic/question for your final research project. I will give you feedback on your plans. The proposal should describe:</p> <p>A. Focus of the paper: what is your research/project question?</p> <p>B. Rationale: Why is your question important? What background literature supports your question?</p> <p>C. Methods: How you will collect and analyze appropriate data or information for answering your question?</p> <p>NOTE: Please ask me about an alternative to the final project paper that would include 2-3 shorter papers, if this might work better for your internship work. Your proposal should outline the topics you want to address.</p>	<p>Assignment #5: Project proposal <u>DUE NOV 3</u></p>	<p>10% 50 points</p>
6. Complete the research project and paper providing the results of your project.	<p>Final Research Paper: Your paper should -</p> <ul style="list-style-type: none"> • be 4-5 pages per internship credit (e.g., 12-15 pages for a 3 credit internship). • follow the same outline as your proposal (Research question, Rationale, and Methods) and add the results of your internship project or research. • include about 10 references related to the issues you are studying. (You can usually find references using Google Scholar, Web of Science, ProQuest, or EBSCO.) • use a citation style (e.g., ASA, APA) consistently both in the body of your paper and the references section. 	<p>Assignment #6: Project paper <u>DUE DEC 14 (THE LAST DAY OF CLASS)</u></p> <p>Schedule additional meetings as needed.</p>	<p>30% 150 points</p>

<p>7. Final requirements of the internship</p>	<p>Final meeting and evaluations: No grade is given until you complete the following: 1. Meet with the internship coordinator to discuss your internship experience (did you meet your goals?) 2. Fill out the online internship evaluation survey about your internship experience. (You will receive an email with the link to the evaluation.) 3. Make sure your internship supervisor completed 2 online evaluations – at mid-term and end-of-semester. (Your supervisor will receive links to the online forms.) Note: If you do not complete all the hours or project paper by the end of the semester, but you have completed assignments 1-4, ask me in writing about the possibility of taking a “T” grade (to be submitted).</p>	<p>Assignment #7: Final meeting and evaluations: please email or call to arrange a meeting. <u>DUE BY THE END OF THE SEMESTER</u></p>	<p>5% 25 points</p>
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Student Development

ST DEV 199R: Exploratory Internship

ST DEV 496R: Advanced Legal Internships

Student Development 199r Exploratory Internship

Instructor: W. Kerry Hammock MEd-SPHE

Office: 2500 WSC

Phone: (801) 422-3826

Email: buellje@byu.edu

This section is for internships completed with Departments on the BYU campus.

Welcome to Student Development 199R and your exploratory internship. I hope this experience proves to be meaningful and rewarding for you. **Please contact myself or call our front desk to make an appointment so that we can meet for a pre-internship orientation meeting (801) 422-3826.** During our pre-internship meeting, we will review the following topics:

- Using the Internship Registration and Management System (IRAMS)
- Review of the below syllabus/assignments and expectations
- Grading procedures
- Standards of personal conduct
- The nature and amount of supervisory contact between the faculty advisor/department coordinator and the student
- Procedures for unanticipated termination of the internship

Purpose: To help facilitate the highest level of learning while on your internship experience where you can test your abilities and practical applications to theory. To help you begin to integrate theory learned in your classes with practical applications learned on your internship assignment. To help you in the career decision-making process.

Learning Outcomes: Students will be able to better determine major and/or career paths based on hands-on experiences in the internship provider workplace setting.

- Develop Decision-Making Skills
- Expand Individual Awareness
- Increase Knowledge of Careers and Employment Opportunities
- Increase Personal Maturity
- Strengthen Interpersonal Communication Skills

Assignments/Expectations:

1. Verification of total internship hours (one credit hour for every 50 hours of hands-on experience during the semester or term for which you are registered). Students will report their total internship hours in their Final Report which will be **due by the first day of finals (more information may be found below under FINAL REPORT)**.
2. Satisfactory approval of your work from your experience provider/supervisor. During the last week of your internship I will contact your supervisor to evaluate if your internship work has been satisfactory. This is an opportunity for your internship provider/supervisor to evaluate your performance. I will be in touch with supervisors

during the last week of class and the last day of finals. **Supervisor's evaluations need to be reported before the last day of finals.**

3. Completion of the required activity reports. These reports should be submitted on the designated weeks to my email – Kerry_Hammock@byu.edu.

Activity reports are due on Monday of the following week. The Final Report is due by the first day of finals of the semester/term.

Exploratory Academic Internship Activity Report Topics:

Each topic should be covered in approximately one typed page.

Week 1

Describe your internship experiences

Please include the following department information:

- BYU Department name
- Name and title of supervisor
- Salary
- Describe the organizational structure. Where does your department fit into BYU?
- What products or services does the organization deal with?
- What type of customers does the organization have – industrial, consumers, merchants, etc.?
- What does your department do? What are your specific job duties?
- Week one is usually set aside for orientation and training. Pay close attention to your job responsibilities and tasks that you are asked to do on a weekly basis in order to assess your own learning. Make an entry in your journal that addresses the issues that interest you.

Week 3

Learning Outcome - Develop Decision-Making Skills

Describe what decisions you are expected to make in your department. These may deal only with your work efforts and how you do your assigned tasks. You may have functions that you must decide how tasks are to be accomplished in your job.

Week 6

Learning Outcome - Expand Individual Awareness

What functions and tasks are challenging you to grow at your work? Reflect on how you expect to see growth. What things have you learned about yourself and how you function in your job?

Week 9

Increase Knowledge of Careers and Employment Opportunities

You will meet the instructor to review how the career you are examining can be researched. You will use four resources to help you explore options for this career and your instructor will further design the activity for you to report. This discussion will be in the initial meeting

Week 12

Increase Personal Maturity

How have you grown in this experience? What has challenged you toward this growth and what will you do to continue growth?

Week 14

Strengthen Interpersonal Communication Skills

How have your communication skills related to this work environment grown through this experience? What do you feel are your communication strengths and what communication challenges do you feel need continued growth the most?

4. FINAL REPORT (Due by the first day of finals): Please include the number of total hours you have earned within this internship experience.

Describe a situation or accomplishment during the experience about which you feel particularly good. How did you succeed in this circumstance? Who benefited from your efforts – the department, a co-worker or your supervisor?

List the things or circumstances during this internship experience that you feel have been the most important to your overall learning experience. How will you use this knowledge in the future direction you will take?

Final evaluation of your Internship: Does the environment match your own job values? Please evaluate and describe the quality of your internship thus far. For example: are you very satisfied, satisfied, somewhat satisfied, somewhat dissatisfied, dissatisfied, or very dissatisfied with your internship experiences. Please evaluate in detail your reasons for being satisfied or dissatisfied with your internship. Please record any other concluding comments you may wish to include in this activity report.

5. Completion of the TypeFocus self-assessment <https://ucs.byu.edu/career-planning>. (This assignment is due by the last day of the semester/term – you may either write this assignment or meet with your instructor to review the assessment)

Complete the three TypeFocus inventories including personality, interests and values assessments. Questions pertaining to these assessments will include: What did you learn about yourself from these inventories? What could this mean to you in terms of your life goals, choosing a major, graduate school program, and/or career path? How is this current internship experience helping you in terms of your life goals, choosing a major, graduate school program, and/or career path?

Please follow the instructions as outlined, including the submission dates. Your instructor will provide individualized dates in your initial meeting.

Grading Scale: This is a graded course.

Verification of total internship hours (one credit hour for every 50 hours of hands-on experience during the semester or term for which you are registered). Students will report their total internship hours in their Final Report which will be **due by the first day of finals (more information may be found below under FINAL REPORT)**.

Satisfactory approval of supervisor	500 points
Activity Reports 7@ 4 points each	280 points
TypeFocus Assignment	70 points
Final Report	<u>150 points</u>
	1000 points

<u>Grade</u>	<u>Points Needed</u>	<u>Grade</u>	<u>Points Needed</u>
A	930 - 1000	C	730-769.9
A-	900-939.9	C-	700-729.9
B+	870-899.9	D+	670-699.9
B	830-869.9	D	630-669.9
B-	800-829.9	D-	600-629.9
C+	770-799.9	E	<600

If you have questions or concerns, please feel free to contact me. Phone is (801) 422-3826, email is Kerry_hammock@byu.edu, mailing address is 2500 WSC, Provo, UT 84602. I look forward to you keeping in touch during the semester. Best wishes to you, as you embark upon this internship opportunity. I hope you will have a meaningful experience that will assist you in your academic and career goals.

BYU 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.

Title IX

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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 (422-2767). 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. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

Academic Honesty Policy

The first injunction of the BYU 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.

Disclaimer

This instructor reserves the right to revise this schedule at any time. This will be done in consultation with the student.

StDev 496R Syllabus

Advanced Legal Internships Fall 2017

Professor

Kris Tina Carlston, J.D., MBA
kristina_carlston@byu.edu
801.422.2318, 3328 WSC
Office Hours: M-F 10-11

Teaching Assistant

Nicole Rindlisbacher
nicole_rindlisbacher@byu.edu
801.422.3044, 3328 WSC
Office Hours: By appointment

Course Description

The legal internship course provides students with an opportunity to interact with legal professionals through a placed legal internship and allows students to reflect on what they are learning during their internship.

Course Outcomes and Assessment Tools

Upon completing the course, students will be able to do the following:

- Students will have a better understanding of what a legal education and career requires and provides.
- Students will be able to more accurately assess whether or not a legal education and career is the correct choice for them.
- Students will feel comfortable interacting with legal professionals.

All learning outcomes will be assessed by the following:

- Completion of 42 internship hours per credit
- Journal entries
- Final evaluation
- Firm evaluation

Suggested—not required—Text

Black's Law Dictionary (the definitive legal dictionary).

Copies are available in the law library, but because you may frequently run into unfamiliar legal terms during your internship, it can be helpful to have your own copy that you can take with you and have on-hand when doing assignments.

Grading

Your grade will be weighted according to the following breakdown:

15 %	30 pts	Attendance at mandatory meetings
	10 pts	Completion of final evaluation
	10 pts	Completion of firm evaluation
	10 pts	Attendance at Law Fair
	5 pts	Résumé edit
25 %	52 pts	Completion of weekly assignments
60 %	42 pts	Completion of 42 internship hours

Grade Breakdown

A 93.6%–100%	B- 80%–83.5%	D+ 66.6%–69.9%
A- 90%–93.5%	C+ 76.6%–79.9%	D 63.6%–66.5%
B+ 86.6%–89.9%	C 73.6%–76.5%	D- 60%–63.5%
B 83.6%–86.5%	C- 70%–73.5%	E 59.9% or less

Mandatory Meetings

Attendance at these meetings is mandatory—failure to attend these meetings will result in you failing the course. NO exceptions will be made.

Orientation Meeting

Thursday, September 7 from 11:00 AM to 11:50 AM in 3380 WSC

At the beginning of the semester there will be an orientation meeting where you will receive your attorney's contact information and course information that will prepare you for your internship. This meeting is worth 10 points.

Brown Bag Lunch

Thursday, October 19 from 11:00 AM to 11:50 AM in 3211 WSC

During the semester, there will be a brown bag lunch where you discuss your experience so far with the other interns. You will also turn in a **copy of your log of your hours up to this point**. You do not need to have a specific number of hours logged, but seeing where you are at the mid-point of the semester gives you a chance to plan your hours for the rest of the semester and helps us see how the internship is progressing. **Bringing the copy of your log counts as part of your attendance at this meeting**. This meeting is worth 10 points.

Law Fair

Thursday, November 2 from 10:00 AM to 2:00 PM in the Wilk Ballroom

Representatives from over 120 law schools will have booths at the fair where you can find out more about their admissions process, scholarship opportunities, school amenities, and more. You are required to attend the fair for a least one hour and take notes. You will use those notes to write your journal entry for that week (Journal 7). Going to the fair is worth 10 points. Your write-up journal entry will provide proof of attendance.

Completion of Internship Hours

Forty-two hours is the amount set by the department and is the general university standard for 1.0 credit. You *must* complete the hours required for the amount of credit you registered for (i.e. 1 credit=42 hours, 2 credits=84 hours, 3 credits=126 hours). Any time spent on internship work whether done in the offices or not can count, including:

- Research
- Writing
- Conversations with attorneys
- Court observation¹

However, time spent commuting to and from the office does **NOT** count as internship hours. Also, time spent doing weekly homework assignments or extra credit does **NOT** count as internship hours. **Keep track of all your hours on the weekly log included in this packet. You will be required to turn in the weekly log at the final meeting.**

Completion of Final and Firm Evaluations

At the end of the semester, you will complete a final evaluation based on a series of questions that will be provided to you (see sample included in this packet for list of questions). Your response must be 12 pt. font, 2–4 pages, single-spaced, and typed. If your evaluation does not meet these requirements, you will not receive full credit.

Also, you will be required to submit a completed firm evaluation with your experience provider. Set up a final meeting with your supervisor to evaluate your performance over the semester together. Make sure your attorney fully completes the survey and that you both sign it. A copy of this form can be found on Learning Suite as well as in this packet.

Both evaluations are due on **Thursday, December 14th (the last day of classes) by 5:00 PM**. Each is worth 10 points for a total of 20 points.

¹ If additional hours are required, student may observe court at the Utah County Justice Court. A schedule of daily proceedings is available at <http://www.co.utah.ut.us/Dept/JustCrt/index.asp>. *You must get approval from the TA before attending!*

Extra Credit

You may receive extra credit by attending the following activities and emailing the TA of the course within a week of attendance with a one-paragraph write-up of the event. You can receive up to 10 points of extra credit from these activities (in addition to the extra credit points from the syllabus) and each one will be worth 5 points (You may only count one personal statement seminar session for credit).

- Monday, September 11th – Personal Statement Presentation
 - This presentation will cover how to get started on that very important, yet difficult to write, personal statement. Scheduled at 3:00 pm in 3380 of the WSC (Little Theater).
- Wednesday, September 27th – Women in Law Event from J. Reuben Clark Law Society
 - The Women in Law Committee will hold their annual event on Wednesday, September 27, 2017 at 6:30 pm, J. Reuben Clark Law School. This year's keynote speaker will be Michelle Reed, partner at Akin Gump and 2003 BYU Law Graduate. Subsequent to Ms. Reed's remarks, prelaw and current law students and female attorneys are invited to participate in a speed networking session. An RSVP is requested for all who wish to participate in the speed networking. Students may register [HERE](#). Anyone interested in taking a tour of the BYU Law School can meet in front of Room 303 at 5:45 p.m., before the speaker session.
- Thursday, September 28th – Graduate School Fair
 - This is a great opportunity for students to discuss application instructions, degree requirements, and tips for acceptance with admission advisers from over 130 graduate schools. It will be held in the Wilk ballroom from 10 A.M.-2 P.M.
- Wednesday, October 4th – University of South Dakota School of Law
 - A representative from the University Of South Dakota School Of Law will be presenting on the reasons why attending law school may be a great career move. Even better – free pizza for those in attendance. Scheduled at 3:00 pm in 3380 WSC (Little Theater).
- Thursday, October 5th - Personal Statement Presentation
 - This presentation will cover how to get started on that very important, yet difficult to write, personal statement. Scheduled at 11:00 am 3380 of the WSC (Little Theater).
- Tuesday, October 24th – Personal Statement Presentation
 - This presentation will cover how to get started on that very important, yet difficult to write, personal statement. Scheduled at 4:00 pm 3380 of the WSC (Little Theater).
- Wednesday, October 25th – Harvard Law School Presentation
 - A representative from Harvard School of Law will be presenting on their law school and some of the changes happening in the application process including the Junior Year application process and the GRE v. LSAT. Scheduled at 10:00 am in 3211 WSC.
- Wednesday, November 1st - How To Get The Most Out of the Law Fair
 - Confused about what the Law Fair is and how to actually make it worth your time? Attend this workshop and wonder no more! Scheduled at 3:00 pm 3380 of the WSC (Little Theater).
- Thursday, November 2nd - Law Fair
 - This will be held from 10 AM- 2 PM in the Wilk ballroom. There will be law schools from around the country present and ready to answer questions and give out information regarding law school.
- Thursday, November 9th - Personal Statement Presentation
 - This presentation will cover how to get started on that very important, yet difficult to write, personal statement. Scheduled at 11:00 am 3380 of the WSC (Little Theater).

Weekly Assignments

Each week you will have an assignment due by **Monday** night at **midnight** that you submit via Learning Suite. Each entry is worth 4 points. **Late assignments are not accepted.** Each journal will be a discussion of two things:

1. Describe what you are currently working on and reflect on what you have learned that week (1 point)
2. Respond to the weekly topic listed in the assignment schedule. (3 points)

You do not need to divide the space evenly between the topics, but must address each in turn (see sample journal entry on page 8 of this syllabus). If you discuss both topics and meet the required word count of **400** words or more, **you will receive full credit.** Failing to include a word count on the journal entry will cost you **½ a point.**

Assignment Schedule

Week	Assignment	Description	Due Date
1	Orientation Meeting (mandatory) <i>*Internship Assessment</i> <i>*Résumé edits should be completed by this time.</i>	You will receive your firm assignment and contact information at this meeting. You will also need to complete the internship assessment survey.	Th Sept 7 11:00-11:50AM in 3380 WSC
	Journal 1 – Personal Objectives	Consider what you want to get out of this internship and list 3 specific objectives for your experience. Think of some specific ways to fulfill those objectives during this semester (e.g. take the initiative, ask to go to court, request a research assignment, etc.). Take these objectives when you meet with your attorney and discuss how you plan to achieve these goals.	Sept 11
2	Journal 2 – Simple Legal Research	Find the following case using Lexis-Nexis Academic: 879 P.2d 1371 Answer the following questions: Who is bringing the case before the court? Who is being defended? What happened to the plaintiff? What did the defense state on their behalf? What was the outcome according to the court? What was the dissent? Which opinion do you think is right and why?	Sept 18
3	Journal 3 – Legal Terms and Definitions	See attachment reading on Learning Suite and use <i>Black's Law Dictionary</i> to define the terms.	Sept 25
4	Journal 4 – Client Satisfaction	See attachment reading on Learning Suite and answer the provided question(s).	Oct 2
5	Journal 5 – Surrogacy Case 1	See attachment reading on Learning Suite and answer the provided question(s).	Oct 9
6	Journal 6 - Surrogacy Case 2	See attachment reading on Learning Suite and answer the provided question(s).	Oct 16
	Brown Bag Lunch (mandatory)	Bring your lunch and a copy of your log of your hours up to this point and come prepared to meet with the other interns to discuss your experience—what has worked? What hasn't? What did you do to improve your experience? Is your experience similar to other interns? Brainstorm with the other interns to determine what other experiences you may want to have before the internship ends. What are your concerns?	Oct 19 11:00-11:50 AM in 3380 WSC
	Midcourse Firm Evaluation	Meet with the contact at your firm and fill out the attached form. Use this as an opportunity to ask questions that will improve your internship experience.	Oct 23
7	Journal 7 – Follow up from Brown Bag Lunch - Meaningful Experience	Question 1: Share a meaningful experience that you have had thus far and what you have learned from it. Question 2: What are some of the things you admire about the attorney you work with? Are there practices or habits that you would seek to emulate?	Oct 23
8	Journal 8 – The Billable Hour	See attachment reading on Learning Suite and answer the provided question(s): Is the billable hour dead? Ask your attorney how things are billed at his/her firm. How does your attorney feel about billable hours? What do you think about them?	Oct 30
	Law Fair (MANDATORY)	Representatives from over 120 law schools will have booths at the fair where you can find out more about their admissions	Th Nov 2

		process, scholarship opportunities, school amenities, and more. You are required to attend the fair for at least one hour and take notes.	10-2 in Wilk Ballroom
9	Journal 9 – Follow Up From the Law Fair	Using your notes, write a one-page, double-spaced write-up about your experience at the Law Fair.	Nov 6
10	Journal 10 – Law Podcast	Listen to at least one episode of the six episode podcast series “Radiolab Presents – More Perfect.” After listening, please discuss the episode you listened to, why did you choose that episode? What did you learn? Do you still have questions about the subject? How does this subject affect your life?	Nov 13
11	Journal 11 – Implicit Bias and the Law	Judges are tasked with being impartial members of the legal profession but even some judges admit that this is almost impossible. Take an implicit bias test found HERE (choose just one test). Why did you choose that test? You do not need to disclose the results but were you surprised by the results? What did you learn about yourself from taking this bias test?	Nov 20
12	Journal 12 – Legal Movie	You are to watch one of the “best legal movies of all time” from this list HERE . After watching please discuss in your journal the accuracy of the movie. How much was the law really involved? Do you feel this is an accurate portrayal of what being a lawyer and practicing the law is really about? (If not happy with the choices on this list please get approval from the TA for another legal movie).	Nov 27
13	Journal 13 – Court Observation	Observe one hour of court. What was your experience? Were the attorneys prepared? What was the case about? What was the judge’s decision?	Dec 4
14	Journal 14 – Application to Education	Question 1: With your internship experience almost complete, has this experience encouraged or discouraged you from attending law school? Question 2: Identify a law school you would be interested in attending—contact the TA and she will provide you with a list of former BYU students attending this law school. Email or meet with the student to find out about his or her law school experience. What do they wish they would have done before law school to prepare?	Dec 12
15	Final Evaluation and Firm Evaluation–Mandatory Final Due in 3328 WSC by 5:00 PM on Thursday, Dec 8th (the last day of classes).	The final evaluation is a series of questions asked about your internship to help you reflect on the experience and help the Prelaw Office determine which internships to continue in future semesters. It is included in this packet, but because you must submit a typed, 2-page, single-spaced, 12. pt font final evaluation, we will have the evaluation available on Learning Suite for your convenience. The final evaluation is worth 10 points. So long as you answer all questions thoroughly and type the document, you will receive credit. If you do not answer all the questions or handwrite the document, you will receive only partial credit. Late evaluations will not be accepted. The firm evaluation is a survey your experience provider must fill out regarding your performance as an intern. Please meet with the contact at your firm to go over the form together and submit the completed and signed form at the final mandatory meeting. Late or incomplete evaluations will not be accepted.	Dec 14

Frequently Asked Questions

What kind of work will I be doing?

The work you will be doing varies by firm and intern. We have had interns do everything from go to court to legal research to answering phones to filing to reconstructing an accident scene on a freeway. In some cases, the attorneys underestimate your abilities and might have a tendency to give you more menial work. In these situations, do the work assigned as best as possible but take the initiative to ask for more advanced assignments or to get involved in things that you are interested in. In other cases, the

attorney might overestimate your abilities; in these situations ask as many questions as possible, and if you become very uncomfortable with the assignment let the attorney know your concerns. It is also important to realize that while you are doing this internship to gain meaningful legal experience, much of that experience can come by way of observation. You are not legally trained and because of that, you cannot do the work that an attorney can do. However, even by doing something as simple as answering phones, filing, etc. you can get a better idea for what attorneys have to do on a daily basis.

What if I am not getting enough hours?

Sometimes law firms are less than creative in the assignments they give to you and can run out of things for you to do. In this case, you should first try to work with your law firm to create meaningful legal opportunities for you. Take the initiative and don't be afraid to ask for such opportunities. Ideas for things you could ask to do include legal research, observing any legal proceeding (court appearances, depositions, client meetings, etc.), drafting of legal documents, and a myriad of other things. Sometimes despite a student's best efforts, they are not able to secure enough assignments from the law firm in order to meet their 42 hours. In the rare case that this happens, please contact Professor Carlston immediately (*do not wait until the end of the semester*) and she will work out something with you to make sure you get all your hours.

What if my attorneys are impossible to get a hold of?

Attorneys, like many professionals, are generally very busy people and can sometimes be hard to get a hold of. First of all, be persistent. Call as many times as necessary and visit the office if needed. Second, try to set up a weekly meeting time with the attorney where you can discuss assignments and upcoming observational opportunities. Third, follow-up by confirming every visit with a phone call or email until you come to know the attorney well enough to know whether they are the type of attorney to remember such meetings or whether they are the type who are so busy that they might forget an internship meeting.

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 801.422.2847 if you have questions about those standards.

Preventing Sexual Discrimination or Harassment

By law, Brigham Young University is obligated to protect its students from gender discrimination, including unlawful sexual harassment, in all programs and activities sponsored by the university. As you embark on your internship, please be aware of what constitutes sexual harassment and what you should do if you encounter it during your internship opportunity.

Definition

Sexual harassment is defined as *unwelcome* sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:

- Submission to the conduct is made a term or condition of an individual's employment, or
- Submission to or rejection of the conduct by an individual is used as a basis for employment decisions affecting the individual; or
- The conduct interferes with an individual's work performance or creates an intimidating, hostile, or offensive working environment.

Examples

Behaviors that contribute to a hostile environment include, but are not limited to:

- Discussing sexual activities
- Telling off-color jokes
- Unnecessary touching
- Commenting on physical attributes
- Displaying sexually suggestive pictures
- Using crude language or demeaning or inappropriate terms
- Using indecent gestures
- Engaging in hostile physical conduct

Appropriate Response

Both employers and employees have a responsibility to prevent and stop workplace harassment. If you experience harassment while participating in a BYU-sponsored internship, report the behavior to your internship coordinator and your experience provider. They will take appropriate action to address and correct the behavior. You may also contact the university's Equal Opportunity Manager or 24-hour hotline at:

Equal Opportunity Manager
Brigham Young University
801.422.5895
sue_demartini@byu.edu
24-hour hotline: 1.888.238.1062

Students with Disabilities

If you have a disability that may affect your performance in this course, you should get in touch with the office of Services for Students with Disabilities (1520 WSC). This office can evaluate your disability and assist the professor in arranging for reasonable accommodations.

Addendum to the Syllabus—For REPEAT Interns ONLY

If you have already taken the legal internship class in the past, you may choose an alternate assignment schedule in lieu of journal entries. The alternate assignment schedule includes Attendance at Law Conference, Journal entries 6, 7, 9, and 10 and a final paper **due at the final evaluation meeting**. The paper will be worth **40 points of your assignments section** and Journal Entries 6, 7, 9 & 10 will be worth **12 points of your assignments section**. The paper requirements are as follows: write a 10-12 page, double-spaced paper using 12 pt. font that either

- A. Thoroughly covers a research topic that he/she is currently working on at his/her firm. Analyze and develop the legal topic you choose within your paper. Please include citations in Bluebook format. If you are unsure of the paper format, refer to a copy of the *Prelaw Review* for an idea. Copies are available in the Prelaw Office (3328 WSC) for \$5 or you may check them out from the library. *This paper may also be submitted for the 2012 edition of the BYU Prelaw Review, which is a great way to get published and have your work read by over 300 institutions and all 200 law schools in the nation.*
- or
- B. Answers the following questions:
- Considering this may be the second or third time you've completed a legal internship through BYU Prelaw, what has been the best experience you've had in our program thus far? Do you still keep in contact with the attorney(s) you formerly worked with? How has this experience influenced your decision to go to law school?
 - What has been the most challenging aspect of the legal internship program for you? How has the fact that you've completed an internship with us before helped prepare you for your current position? How do you feel it has prepared you for law school?
 - What notable change or difference have you found in yourself from your first internship experience to your current one? What do you wish you would have known when you first participated as a legal intern that you feel would have helped you now?
 - Why did you decide to participate in our program multiple times? Do you think it will help you get into law school and if so, how?
 - How do you think your extensive experience as a legal intern will help you once you enter into the legal career field?

Please feel free to either

- Answer each question as an open-ended essay question or
- Write a contemplative essay that elaborates and ties together each of the 5 questions.

We will be reading each paper and will grade it according to how well it answers each question and whether it meets the aforementioned requirements (page length and format).

Sample Student Journal

St Dev 496R: Legal Internship

Name: John Cougar

Experience Provider: The Law Offices of Smith and Johnson

Journal Number: 11

Current Assignments/Weekly Reflection

This week I spent most of my time in the office sorting medical records into chronological order. I was also able to spend some time out of the office observing a Social Security hearing. It was very interesting and I enjoyed it a lot. I will say more about it later on.

The most rewarding experience of this last week was definitely being able to observe the hearing in Salt Lake City. The limit of my courtroom experiences prior to this extends to Judge Judy occasionally on TV and I honestly can't stand to watch it because it seems to show nothing but the bad side of humanity. I was impressed with the professionalism and civility of all who were involved in the case. I think that because of the type of law our firm is engaged in the intensity level is not as high as when two parties have diametrically opposing claims and are trying to hash it out. I realize that although I may not be cut out for every type of law, there are still some fields that I think I would really enjoy.

Journal – Attorneys at the Firm

I personally feel that the reading does not adequately address the question posed by the assignment. The case in question is about the legality of one bank's non-disclosure of bonuses to its shareholders which appears to be a breach of law. I agree that if both the SEC and the Bank of America claim the attorneys OK'd the action, then client-attorney privilege should be waived and the interactions of the law firm and bank should be examined to see where the true responsibility lies *for the non-disclosure charges*. However, the fact that the bank or lawyers did not disclose the bonus information is not sufficient grounds, in my opinion, to indicate or infer that the bank or legal firm is responsible for the meltdown of 2008–2009, especially since the New York Times article mentions that the bank had already received bailout money. In other words, the meltdown was already underway and the payment of bonuses with some of that money had little to do with the earlier effects of loaning too much money to those who couldn't pay it back. Legal firms are paid to advise on legal matters and are not paid to be financial advisors; that's what bankers are for. I believe that most logical minds would see that high risk lending can risk serious losses and given the lack of evidence regarding whether or not such lending was or was not legal, a logical person would see the banks being at fault.

Word Count: 442

Prelaw Advisement Center Legal Internship Program

Undergraduate Intern—End of Semester Evaluation

Intern Name:
Firm Name:
Supervisor Name:
Date intern notified you about completing this form:
Date Completed:

For each item identified below, circle the number to the right that best fits your judgment of your intern's performance.

Description/Identification of Survey Item	Scale				
	P o o r	Good			E x c e l l e n t
1. The intern arrives at work on time	1	2	3	4	5
2. All projects are completed at the best of the intern's abilities	1	2	3	4	5
3. Projects are completed promptly	1	2	3	4	5
4. The intern follows BYU's Honor Code and dresses appropriately for work	1	2	3	4	5
5. His/her demeanor is professional	1	2	3	4	5
6. The intern makes the most of his/her time at the office	1	2	3	4	5
7. Conversations are kept appropriate in the workplace	1	2	3	4	5
8. The intern respects his/her co-workers and supervisor(s)	1	2	3	4	5
9. The intern asks questions if he/she is unsure how to complete a project	1	2	3	4	5
10. Overall, I feel the intern has made the most of his/her experience at my firm.	1	2	3	4	5
Comments:					

Supervisor Signature: _____

Final Student Evaluation

St Dev 496R: Legal Internship

Name: _____

Semester/Year: _____

Experience Provider: _____

Date: _____

Answer each of the following questions thoroughly in a typed, 2–4 page single spaced paper. This form is due at the final internship meeting and must be stapled to a typed write-up of your answers.

- 1 What has this internship taught you that has encouraged or discouraged you from wanting to attend law school?
- 2 What has this internship taught you that has encouraged or discouraged you from wanting to become an attorney?
- 3 How decided are you now on going or not going to law school versus where you were at the beginning of the semester?
- 4 Would you recommend that we continue placing interns at your internship placement? Why or why not?
- 5 Do you have any recommendations for improving the internship program?



Women's Studies

WS 399R



WS 399R ACADEMIC INTERNSHIP

COURSE SYLLABUS – FALL 2017

FACULTY ADVISOR

Dr. Amy Harris
2150 JFSB
amy.harris@byu.edu
Ext: 2-6408

INTERNSHIP COORDINATOR

Maren G. Kirwan
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wsinternships@byu.edu
Ext: 2-1789

COURSE DESCRIPTION AND OBJECTIVES

Women's Studies 399R, Academic Internship, is an educational experience that allows the student to learn from professionals outside the classroom. The Internship Supervisor directs the work experience on the job; they outline tasks, train the intern, and assess performance. The Internship Supervisor will also evaluate the student's actual performance once at mid-semester and again at the completion of the internship. The student is responsible to their Internship Supervisor just as any employee is to his or her employer and is expected to follow the BYU Honor Code and be professional in dress and behavior. The student is also responsible for completing all assignments and sending them in on time. The Academic Advisor will assess the language, research, writing, and analytical skills and abilities the student has developed and used during their internship experience based upon the students' assignments and self-assessments.

LEARNING OUTCOMES

The academic assignments are designed to acquire and enrich the following outcomes:

1. Students will demonstrate an understanding of appropriate professional conduct through a high level of commitment to dependability, ethical behavior, positive attitude, and affirmative interactions with colleagues and supervisors.
2. Students will demonstrate a greater understanding of the role and relevance of women's studies in the community and future career opportunities and be able to reflect on their internship experience within the broader academic framework.

Additional specific learning outcomes will be determined by the Internship Supervisor within the first 2 weeks of a student's internship start date when completing the Statement of Expectations (see "Assignments"). This document will help the student focus on specific skills they are expected to learn and leave the internship with. At the end of the semester the Internship Provider will evaluate whether these skills and goals were acquired/achieved.

COURSE EXPECTATIONS

DEPARTMENT EXPECTATIONS

1. The Internship Coordinator will be available to communicate and meet with students throughout the internship process and will respond to student questions and concerns in a timely manner.

2. The Internship Coordinator will provide a pre-internship orientation for each internship student.
3. Each student will receive the course syllabus and appropriate course assignment documents at the beginning of the term.
4. The Internship Coordinator/Faculty will routinely assess internship providers to ensure quality internship experiences for students. Internship provider assessments will be conducted through a variety of methods, including, student feedback in formal channels such as assessments and course evaluations, student feedback in communications with the internship coordinator or faculty advisor, site visits to internship providers, and feedback from other departments and university stakeholders.

STUDENT EXPECTATIONS

An internship is to be treated as professional work experience and the student is responsible to their Internship Supervisor just as any employee is to an employer. The student intern is expected to follow the BYU Honor Code and be professional in dress and behavior. The student is also responsible for completing all assignments and sending them in on time. Do not pursue or accept an internship unless you are serious about the opportunity and can complete all the requirements expected of you. To successfully complete and receive course credit for an internship, the student must complete the following steps:

Find an Internship: Students may enlist the help and resources of the Women's Studies Internship Coordinator as they search for an internship opportunity. However, students are ultimately responsible for locating and securing their own internship experience. The internship experience must:

1. Provide work, projects, and responsibilities that have material relevancy to women's studies
2. Provide direct, on-site supervision and mentoring by a professional (who is not an immediate family member of the student intern)
3. Provide the minimum number of internship work hours needed for academic credit
4. Require internship hours to be completed on site (NOT remotely)
5. Be done through an organization that is NOT owned/managed by an immediate family member
6. Be done through an university-approved experience provider

Register for the Internship Course: Students must register for the internship course prior to starting an internship experience. Internship work hours will not count prior to being officially registered for the course and internship course credit cannot be given retroactively. To register for the course, students will:

1. Secure an internship experience that meets university and departmental guidelines
2. Meet with the Women's Studies Internship Coordinator and complete the pre-internship orientation
3. Verify that the University has an internship master agreement on file with their internship provider and complete any requirements from the internship provider organization
4. Complete an internship application through IRAMS at intern.byu.edu.

Earning Academic Credit: After securing an internship and registering, students are ready to start the internship course. If student performance does not meet the established standards, the internship provider is not obligated to continue the internship. The internship coordinator reserves the right to contact the experience provider or the student to check on progress, solve problems, provide input, explain expectations, or make changes as necessary. Students are expected to complete the hours and assignments required by the internship course in addition to the projects and assignments outlined by their internship organization and supervisor.

Students may register from 0.5 up to 6.0 hours of academic internship credit. Both BYU and the Women's Studies program require that a student complete at least 42 hours for every hour of academic credit they are seeking. It is the student's responsibility to keep track of their hours.

Travel time to and from your internship location will NOT count toward hours, unless approved by your internship supervisor. The relation between academic credits and hours is represented in the following table:

CREDIT HOURS	TOTAL HOURS	HOURS/WEEK (SEMESTER)	HOURS/WEEK (TERM)
0.5	21	2	3-4
1.0	42	3-5	6
2.0	84	5-7	12
3.0	126	7-10	18
4.0	168	11-14	24
5.0	210	15-17	30
6.0	252	18-20+	36

Communication: Students are expected to respond to all communications from the internship coordinator, internship course faculty, and internship supervisor in a professional and timely manner. Students will communicate any changes in the internship situation and report any concerns about the internship to the internship coordinator.

COURSE ASSIGNMENTS AND GRADING

ASSIGNMENTS

Students will receive course assignment documents through email on the first day of classes. **All assignments are due by midnight on the date listed and are to be submitted to the Internship Coordinator.** E-mail is preferred but hard copies will also be accepted. Due to the nature of each student's individual internship, some students may reach their deadlines at different times than what is listed. Please refer to the "General Timeframe" deadlines below and work with the Internship Coordinator to set appropriate individual deadlines for each assignment if necessary.

ASSIGNMENT	GENERAL TIMEFRAME	DUE DATE
Statement of Expectations	Within 2 weeks of start date	Tuesday September 19 th
Midterm Self-Assessment and Supervisor Evaluation	Halfway through internship	Tuesday October 24 th
Final Self-Assessment and Supervisor Evaluation	At the end of the internship	Thursday December 14 th
Internship Experience Report	At the end of the internship	Thursday December 14 th

Student Self-Assessments and Supervisor Evaluations: Twice during the semester or term, you must complete a self-assessment of your performance on the job. This will give you an opportunity to reflect on your work and how it relates to your education. This form is essentially the same as the one that your Internship Supervisor will submit to the Women's Studies Internship Coordinator when they complete their mid-term and final evaluations of your performance. Your self-assessment, however, should be completed independently. This is also your opportunity to evaluate your internship provider and/or supervisor and to address any concerns you may have about your internship experience, especially if your expectations and learning outcomes are not being met. If necessary, the Women's Studies Internship Coordinator and/or the Faculty Advisor may contact your supervisor to address any concerns. It is the responsibility of each intern to ensure that their Internship Supervisor also receives the Midterm and Final Evaluation forms and submits those to the Women's Studies Internship Coordinator by the established due date.

Internship Final Report: (3-5 pages, double-spaced) The purpose of this report is to offer a thoughtful assessment of your entire internship experience. Remember that this internship was done for Women's Studies credit, so you should emphasize learning that pertains directly to women's studies and clearly state why this experience deserves academic credit. Your report should address some or all of these questions:

- How has your internship drawn on your women's studies training (from previous coursework and/or internships) and how has your internship refined or added to that knowledge? (Hint: This is the most important question so be sure to address it.)
- What are some of the new skills and abilities you have acquired in the course of your work? How will you continue to master or maintain the skills you acquired during this internship experience and how will you develop related skills in the future?
- What was the educational value of the internship experience? How has it enriched the overall education you are getting at BYU and the more specialized education you are obtaining through the Women's Studies program? Would you recommend a similar internship experience to other women's studies students and why?
- How has your internship expanded your understanding of careers in women's studies? Did it inspire you or deter you from wanting to pursue a career related to women's studies (or perhaps just that particular profession)?
- Why is the experience deserving of academic credit?
- Hours: Please include your total number of hours worked at the top of your report.

GRADING

History 199R is available only on a PASS/FAIL basis. Grades will be awarded based on the student's two written reports, two self-assessments, the internship supervisor's two evaluations, and the FULL completion of the required hours.

UNIVERSITY POLICY STATEMENTS

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 & Responding to Sexual Harassment: As required by Title IX of the Education Amendments of 1972, Brigham Young University prohibits sex discrimination against any participant in its education programs or activities. The university also prohibits sexual harassment-including sexual violence-committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by the university. University policy requires any university employee in a teaching, managerial, or supervisory role to report all incidents of Sexual Misconduct that come to their attention in any way, including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Incidents of Sexual Misconduct should be reported to the Title IX Coordinator at t9coordinator@byu.edu or (801) 422-8692. Reports may also be submitted through EthicsPoint at <https://titleix.byu.edu/report-concern> or 1-888-238-1062 (24-hours a day). BYU offers confidential resources for those affected by Sexual Misconduct, including the university's Victim Advocate, as well as a number of non-confidential resources and services that may be helpful. Additional information about Title IX, the university's Sexual Misconduct Policy, reporting requirements, and resources can be found at <http://titleix.byu.edu> or by contacting the university's Title IX Coordinator.

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 (422-2767). 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. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

Academic Honesty: The first injunction of the Honor Code is the call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. "President David O. McKay taught that character is the highest aim of education" (The Aims of a BYU Education, p.6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

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