

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

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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:

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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) *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

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.

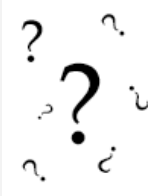
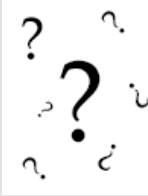
Classroom Procedures

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:

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)

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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 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.

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

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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,

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- 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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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

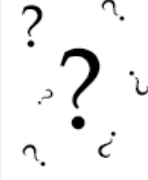
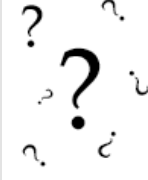
Goal #5 Students will demonstrate appropriate clinical writing skills as they learn the paperwork system specific to their internship site.

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

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Acceptable Internship Activities include:

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Assessment and treatment of clients

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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)

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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 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	*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 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.

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%
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D	63%
---	-----

D-	60%
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E	0%
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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 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)

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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