

CSD Master's Degree Culminating Experience: Comps **Comprehensive EBP Case Application**

Every master's student in the School of CSD will take the comprehensive exam to culminate the master's program. The EBP Case Application is a full-day summative assessment to ensure that a master's candidate possesses the applied knowledge and skills to develop an appropriate, comprehensive, interdisciplinary care plan, think creatively and critically, and respond flexibly to questions. This option reinforces our emphasis on evidence-based decision-making by integrating the best current evidence into individualized clinical decisions.

You will be randomly provided with a case history for a client with a complex background, requiring you to integrate your knowledge across several courses and experiences. Each case will be written by a current CSD faculty member. You will have the option to select ahead of time if you would prefer a pediatric case, adult case, or no preference. The case history will provide information relevant to SLP history, medical and/or educational history, social/cultural history, and other information pertinent to the case. You will also be provided with assessment data. Cases are designed to be broad to allow for "multiple truths" and not just "one correct answer."

There will be two components to the EBP Case Application option:

- (1) a written clinical report to demonstrate your ability to synthesize information, summarize the best current evidence, and apply your knowledge to a complex clinical case. The clinical report will follow a standard format, with a summary of the case history, interpretation of assessment results, and your plan for treatment/management (e.g., goals, referrals) with evidence-based rationales citing primary resources in APA format; the written clinical report is an individual assessment and will be scored (pass/no pass) by two faculty members.
- (2) an oral presentation will consist of a brief summary of your case and your plan. Faculty will ask questions so you may demonstrate professional communication, flexibility, and critical thinking. The oral presentation will take place in small groups with fellow students so that you can each learn from the other cases. Three faculty will be present in each small group to ask questions and reach consensus on pass/no pass for each individual oral presentation.

When will the comprehensive exam be offered?

The one-day EBP case application comps exam will take place in early April of your second year.

How will the EBP Case Application be graded?

This comprehensive exam is scored as pass/no pass, for each the written report and the oral presentation. A student must pass both the written and the oral components of comps. Any student who does not pass either one or both parts will be required to re-take the exam in early May with a new case; the same three faculty members will be present for the oral presentation for consistency. If a student does not pass the second time, the student will create a plan with faculty, including re-taking coursework.

Outline of the Day:

We will set aside one full day in early Spring semester of your second year.

8:00-12:00	Presented with individual case. Students work at an individual computer to analyze case, conduct literature review, and develop written clinical report, including treatment plans. All written reports due by 12:00, no exceptions.
12:00-1:00	Lunch Break
1:00-5:30 (with 2 short breaks)	“Grand Rounds” oral presentations in groups. <ul style="list-style-type: none">• Group 1 (up to 12 students) with Ellen, Marty, & Amanda• Group 2 (up to 12 students) with Teresa, Eric, & Rik• Group 3 (up to 12 students) with Caitlin, Peter, & Kerry Each student gets 10 minutes to present his/her case (summary of relevant information from history, assessment, and plan), then 10 minutes for Q&A from faculty. Students in the group will remain for the grand rounds presentations until all students have presented their cases and responded to questions. Students will be active learners as they attend to peers, and will complete an active learning worksheet to return to the student presenter (clearest point, muddiest point, one question that remains).
6:00-8:00	Dinner & Celebration!

How can I best prepare?

Since this summative assessment is designed to be comprehensive in nature as a culminating experience in the master’s program, students are expected to review their course notes, readings, and competencies from every required course. Students are encouraged to meet with faculty as you review your materials. Faculty will provide one or two example cases so you know what to expect. As a reminder, every student will also take the national Praxis exam, which will test your knowledge in every area of SLP practice.

What will the written report entail?

The goal is for this comprehensive experience to be clinically relevant, so the written report will take the form of a clinical report, including: summary of case history, summary of relevant assessment results and diagnosis, referrals if indicated, and three long-term treatment goals justified by the data and supported by primary sources of evidence from the empirical research literature; for each long-term treatment goal, you will also explain procedures for implementation and a data collection plan. This report will be typed; you will have access to online literature databases during the morning session as you compile the report.

What will the oral presentation entail?

The oral presentation is designed to ensure you can clearly and succinctly summarize a case and your relevant SLP findings in a team forum. Since each learner in the group will have worked on a different case, this is an opportunity for each learner in the group to review relevant information from each other’s comprehensive experience as well. The oral presentation is a brief (10 minutes or less) synopsis of the case and justification of your diagnosis and treatment recommendations. This is also an important opportunity to demonstrate competency and flexible clinical problem-solving by responding to questions from faculty.

Scoring Rubric for Comps:

	Pass	No Pass
Written Report (read by two faculty)	<ul style="list-style-type: none"> • Attends to salient case history information to form a holistic diagnostic impression • Integrates assessment data to develop justifiable diagnosis • Develops justifiable rationale for treatment choices that address identified treatment targets with evidence-based intervention suggestions (primary source citations and reference list in APA formatting) • Integrates ethics and multiculturalism into recommendations or discussion • Supports treatment decisions with citations from primary sources 	<ul style="list-style-type: none"> • Surface exploration only • No primary sources • Incorrect APA format of references/citations • Attends primarily to irrelevant details • Incorrect diagnosis based on data presented • Recommendations not justified • Fails to integrate ethics or multicultural info
Oral Presentation (three faculty present)	<ul style="list-style-type: none"> • Clearly and succinctly summarizes case history with salient information • Clearly and fluently describes assessment impressions, supported by assessment data • Clearly and fluently describes rationale and evidence supporting treatment plans • Responds flexibly and creatively to questions posed by faculty 	<ul style="list-style-type: none"> • Unclear, disorganized verbal presentation of info • Unable to flexibly solve problems • Unable to justify decisions based on data or evidence