

**Knowledge and Skills Acquisition (KASA)
Certification in Speech-Language Pathology
All Clinical Practicum Evaluations**

Student Name _____ Semester/Year _____

Clinical Practicum Assignment (Circle one): CD715 CD880 CD881 CD882 CD884 Other _____

Skill Level:

- (B) Beginning (1st client)
- (I) Intermediate (2nd/3rd/Additional client)
- (A) Advanced (school/adult internship)

Clinical Practicum Supervisor's Name _____

Name/Location of Clinical Practicum _____

Number of clients _____ Ages of clients _____

Types of problems. Circle all that apply:

- A** Articulation
- F** Fluency
- VR** Voice and resonance, including respiration and phonation
- L** Receptive and expressive language (phonology, morphology, syntax, semantics, and pragmatics).
Indicate modality: speaking, listening, reading, writing, manual
- H** Hearing, including the impact on speech and language
- SW** Swallowing (oral, pharyngeal, esophageal, and related functions)
- COG** Cognitive aspects of communication (attention, memory, sequencing, problem solving, executive functioning)
- SOC** Social aspects of communication (including challenging behavior, ineffective social skills, lack of communication opportunities)

Communication Modalities Circle all that apply: Oral Manual AAC

Grade

Midterm: _____

Final: _____

A 4.0 A- 3.7 B+ 3.3 B 3.0 B- 2.7 C+ 2.3 C 2.0 C- 1.7D+ 1.3
D 1.0 D- 0.7 F 0.0

Course Evaluation Based on Skill Level (B- or better to pass)

Midterm:

- Pass Repeat

Final:

- Pass Repeat

Skill Level

Beginning student clinician (1st client)

- High degree of supervisory support
- Can recall some aspects of relevant theory
- Needs support to:
 - Draw conclusions about a client
 - Develop a plan for action
 - Understand the total clinical situation
 - Apply problem solving strategies, principles and theory
- Spends a high degree of time and effort in meeting clinical responsibilities
- Highly focused on own performance rather than the client

Intermediate student clinician (2nd/3rd/Additional client)

- The complexity of the client, the workplace environment and the student's previous experience determines:
 - Degree of supervision (moderate to low)
 - Ability to recognize the meaningful aspects of the situation
- Recognizes several aspects of a problem but not all, and related these to the client's needs and is able to:
 - Draw some accurate conclusions about a client
 - Develop some plans for action
 - Recognize some important aspects of the total clinical situation
- Requires support to:
 - Recognize and prioritize all aspects of a situation
 - Flexibly apply problem solving strategies, principles and theory
- Developing automaticity resulting in:
 - A moderate expenditure of time and effort
 - Greater ability to focus on the situation than on own performance
 - A developing ability to use observations to assist clinical reasoning

Advanced student clinician (school/adult internship)

- Performs the majority of his/her work independently and competently
- Seeks support if the situation is new or a number of features about the client or workplace setting combine to create complexity
- Identifies the meaningful aspects of problems and integrate these to generate a number of logically possible conclusions; conclusions/actions will be modified with new information
- Prioritizes appropriately
- Is sufficiently automatic and maintain a focus on the client or situation
- Carries out his/her work in an efficient and timely manner

(Adapted from: The Speech Pathology Association of Australia Limited (2006). *Competency assessment in speech pathology – Assessment resource manual*. Speech Pathology Australia.)

Clinical Skills Evaluation

| | Proficient/ Advanced 4.0 | Basic 3.0 | Below Basic 2.0 | Far Below Basic 1.0 | Comments |
|---|--------------------------------|--------------|-----------------------|---------------------------|----------|
| EVALUATION | | | | | |
| (B) (I) (A) Objectively and accurately observes client behavior. | | | | | |
| (B) (I) (A) Adapts evaluation procedures to meet client needs. | | | | | |
| (I) (A) Selects appropriate evaluation procedures (behavioral observations, non-standardized/standardized tests/instrumental procedures). | | | | | |
| (I) (A) Appropriately administers standardized/non-standardized tests, informal assessments, etc. | | | | | |
| (I) (A) Formulates appropriate recommendations based on assessment results. | | | | | |
| (A) Collects and integrates case history information with information from clients, family, caregivers, teachers, relevant others, and other professionals. | | | | | |
| (A) Applies clinical judgment during informal screening. | | | | | |
| (A) Interprets, integrates, and synthesizes all information to develop a diagnosis. | | | | | |
| (A) Conducts screening and prevention procedures. | | | | | |
| INTERVENTION | | | | | |
| (B) (I) (A) Develops appropriate TX plans with measurable and achievable goals that meet clients' needs. | | | | | |
| (B) (I) (A) Collaborates with clients and relevant others in planning TX. | | | | | |
| (B) (I) (A) Implements TX plans and involves clients and relevant others in the TX process. | | | | | |
| (B) (I) (A) Selects or develops and uses appropriate materials and reinforcers which are motivating and stimulating to the client. | | | | | |
| (B) (I) (A) Provides accurate and immediate feedback to client. | | | | | |
| (B) (I) (A) Uses appropriate cueing. | | | | | |
| (B) (I) (A) Measures and evaluates clients' performance and progress based on data collection and analysis. | | | | | |
| (B) (I) (A) Modifies TX plans, strategies, materials, or instrumentation as appropriate to | | | | | |

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|---|--|--|--|--|--|
| meet the needs of clients. | | | | | |
| (B) (I) (A) Objectively evaluates each session. | | | | | |
| (B) (I) (A) Completes administrative and reporting functions necessary to support intervention. | | | | | |
| (I) (A) Utilizes session data for future therapy sessions. | | | | | |
| (I) (A) Conducts parent and staff conferences. | | | | | |
| (A) Identifies and refers clients for services as appropriate. | | | | | |
| DOCUMENTATION/REPORT WRITING | | | | | |
| (B) (I) (A) Observes timelines to submit drafts, revisions. | | | | | |
| (B) (I) (A) Reports information accurately. | | | | | |
| (B) (I) (A) Discussion of procedures and progress written accurately. | | | | | |
| (B) (I) (A) Report summary written comprehensively with synthesis and integration of information. | | | | | |
| (B) (I) (A) Makes appropriate recommendations. | | | | | |
| (B) (I) (A) Demonstrates appropriate writing skills for speech, grammar, and sentence construction. | | | | | |
| (B) (I) (A) Uses professional writing style. | | | | | |
| (I) (A) Test/s, results, and interpretation written accurately and appropriately. | | | | | |
| (I) (A) Includes all pertinent information in client report. | | | | | |
| (I) (A) Report is well organized. | | | | | |
| (I) (A) Report is understandable for client or parent/caregiver. | | | | | |
| PROFESSIONAL AND PERSONAL QUALITIES | | | | | |
| (B) (I) (A) Demonstrates cooperation and teamwork. | | | | | |
| (B) (I) (A) Keeps verbal commitments. | | | | | |
| (B) (I) (A) Never has an unexcused clinical absence. | | | | | |
| (B) (I) (A) Observes legal mandates, most especially client privacy and confidentiality policies. | | | | | |
| (B) (I) (A) Dresses for activities with respect for observers, clients, and the professional setting. | | | | | |
| (B) (I) (A) Is punctual in beginning and ending clinical sessions. | | | | | |
| (B) (I) (A) Demonstrates interest and positive attitude with client. | | | | | |
| (B) (I) (A) Written and/or verbal communication is free from judgmental statements. | | | | | |

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|---|--|--|--|--|--|
| (B) (I) (A) Communicates effectively, recognizing needs, values, preferred mode of communication, cultural/linguistic background of client, family, caregivers. | | | | | |
| (B) (I) (A) Adheres to ASHA Code of Ethics and behaves professionally. | | | | | |
| (I) (A) Provides counseling regarding communication and swallowing disorders to clients, family, caregivers, and relevant others. | | | | | |
| (I) (A) Encourages client and/or family responsibility in management. | | | | | |
| | | | | | |
| RESPONSE TO SUPERVISION | | | | | |
| (B) (I) (A) Considers supervisory suggestions and openly discusses differences in ideas. | | | | | |
| (B) (I) (A) Discusses supervisory analysis and evaluation in a positive manner. | | | | | |
| (B) (I) (A) Demonstrates reflective practice and engages in self-supervision to discover areas of strength and those that need improvement. | | | | | |
| (B) (I) (A) Suggests ways to enhance clinical performance. | | | | | |
| (B) (I) (A) Develops increasing confidence about own performance and professional growth. | | | | | |
| (B) (I) (A) Positively deals with own frustrations in treatment and/or supervision. | | | | | |

Supervisor's Signature _____

Date _____

Clinician's Signature _____

Date _____

Please return this form to the CD Clinic Director.