

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

Student Name \_\_\_\_\_ Semester \_\_\_\_\_

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

Previous experience/clock hours accrued prior to current semester \_\_\_\_\_

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            Augmentative/Alternative communication techniques            Assistive technologies

**Ratings**

Users should refer to W-PACC for matching clinician behaviors to numerical values.

- 1-2 Specific directions from the supervisor do *not* alter unsatisfactory performance.
- 3-4-5 Needs specific directions and/or demonstrations from the supervisor to perform effectively.
- 6-7-8 Needs general directions from supervisor to perform effectively.
- 9-10 Consistently demonstrates the ability to effectively function at high levels of independence. Makes changes when appropriate. *Expectations for independence should take into consideration previous clinical experience*
- NA Does not apply

Rating Scale (please circle midterm and final grade): 10=A, 9=A-, 8=B+, 7=B, 6=B-, 5=C+, 4=C, 3=C-, 2=D, 1=F

## Clinical Skills Evaluation

Rating Scale (please use for midterm and final grade): 10=A, 9=A-, 8=B+, 7=B, 6=B-, 5=C+, 4=C, 3=C-, 2=D, 1=F

	1-2	3-4-5	6-7-8	9-10	NA
<b>EVALUATION</b>					
Conducts screening and prevention procedures					
Collects case history information					
Integrates case history information with information from clients, family, caregivers, teachers, relevant others, and other professionals					
Selects/administers appropriate evaluation procedures (behavioral observations, non-standardized/standardized tests/instrumental procedures)					
Adapts evaluation procedures to meet client needs.					
Interprets, integrates, and synthesizes all information to develop DX and makes appropriate recommendations for TX					
Completes administrative and reporting functions necessary to support evaluation					
Refers clients/patients for appropriate services.					
<b>INTERVENTION</b>					
Develops appropriate TX plans with measurable and achievable goals that meet clients' needs					
Collaborates with clients and relevant others in planning TX					
Implements TX plans. Involves clients and relevant others in the TX process					
Selects or develops and uses appropriate materials and instrumentation for prevention and intervention					
Measures and evaluates clients' performance and progress					
Modifies TX plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients					
Completes administrative and reporting functions necessary to support intervention					
Identifies and refers clients for services as appropriate					
<b>INTERACTION AND PERSONAL QUALITIES</b>					
Communicates effectively, recognizing needs, values, preferred mode of communication, cultural/linguistic background of client, family, caregivers					
Collaborates with other professionals in case management					
Provides counseling regarding communication and swallowing disorders to clients, family, caregivers, and relevant others					
Adheres to ASHA Code of Ethics and behaves professionally					

Supervisor's Signature \_\_\_\_\_

Date \_\_\_\_\_

Clinician's Signature \_\_\_\_\_

Date \_\_\_\_\_

Please return this form to the CD Clinic Coordinator.

Adapted from Appendix 7A Formative Evaluation Tool, pp. 202-204 and Figures 5.3 and 5.4, pp. 130-131 in McCrea, E. S., & Brasseur, J. A. (2003). **The supervisory process in speech-language pathology and audiology**. Boston: Allyn and Bacon.

Descriptive/Qualitative Scheme for Matching Clinician Behaviors to Numerical Values

**FIRST DECISION**

Which column heading describes clinician behavior 70% of the time or occasion during final 20% of the supervisory term?

Specific direction from supervisor does not alter unsatisfactory performance and inability to make changes	Needs specific directions and/or demonstration from supervisor to perform effectively	Needs general direction from supervisor to perform effectively	Demonstrates independence by taking initiative; makes changes when appropriate; and is effective
1-2	3-4-5	6-7-8	9-10

**SECOND DECISION**

Which number to circle?

2 Needs specific direction and demonstration with the client	5 Needs general direction consisting of direct discussion with repetition and further clarification of ideas immediately or in succeeding discussions	8 80% of the time operates independently. <i>(Expectations for independence should take into consideration previous clinical experience)</i>
3 Needs specific direction and role-played demonstration where supervisor and clinician verbalize client-clinician interaction	6 Needs general direction with no repetition or further clarification	9 90% of the time operates independently
4 Needs specific direction but no demonstration	7 Via limited general direction the student can be led to problem solve	10 100% of the time operates independently

A Proportional/Qualitative Scheme for Matching Clinician Behaviors to Numerical Values

What proportion of the time or occurrences does the clinician’s behavior “match” each category?

	1	2	3	4	5	6	7	8	9	10
Specific direction from supervisor does not alter unsatisfactory performance; inability to make changes	70%									
Needs specific direction and/or demonstration from supervisor to perform effectively.	30%	70%	60%	50%						
Needs general direction from supervisor to perform effectively.		30%	40%	50%	60%	50%	40%	30%	15%	0-5%
Demonstrates independence by taking initiative; makes changes when appropriate; is effective.					40%	50%	60%	70%	85%	95-100%