

Speech Pathology and Audiology - University of South Alabama
Practicum Evaluation - Speech-Language Pathology

Student:
Supervisors:
Supervisors' ASHA#s:

Jag #: J00
Practicum #:
Semester:

| Client Disorder/Difference | Client Cultural/Linguistic Diversity | Client Age Group |
|----------------------------|--------------------------------------|------------------|
| | | |
| | | |
| | | |

PROFESSIONAL RESPONSIBILITY PREREQUISITES

It is assumed that students will consistently exhibit the following behaviors. Any behaviors NOT PRESENT should be changed to "0".

Each behavior not present counts for a 0.1 point deduction from the total grade.

| | | Midterm | Final |
|--|---|---------|-------|
| 1. Is punctual for meetings with supervisor and for client sessions | Arrives before session to set up clinic room, begins work promptly at scheduled diagnostic/therapy time, is on time for meetings. | 1 | 1 |
| 2. Attends scheduled meetings, classes, client sessions | Attends all scheduled meetings/classes/seminars. If unable to attend meeting, informs supervisor well in advance. Reschedules therapy sessions when absent. | 1 | 1 |
| 3. Submits work on time and as specified according to procedures | Submits written reports/lesson plans by due dates; work is complete when submitted. | 1 | 1 |
| 4. Demonstrates organization/preparation | Is prepared for sessions, has practiced test administration/techniques, session is well sequenced and organized; brings appropriate/required materials/documents to sessions/meetings. | 1 | 1 |
| 5. Demonstrates initiative in clinical management | Attends to case management issues and seeks information and resources; recognizes case management needs; provides client with optimal level of service. | 1 | 1 |
| 6. Demonstrates knowledge of clinic safety, confidentiality, ethical procedures, clinic procedures | Demonstrates adherence to universal/standard precautions/ infection control, emergency and safety procedures, ASHA Code of Ethics, confidentiality. Follows checkout procedures for materials, tests, and client files. | 1 | 1 |
| 7. Keeps complete, accurate, and timely records | Complies with all clinic procedures, accurately completes Daily Clock Hours Record in client working folder, places and secures all information appropriately in client file. | 1 | 1 |
| 8. Maintains a professional appearance | Dresses appropriately for clinic assignments, following dress code guidelines; conducts self in professional manner. | 1 | 1 |

Knowledge or Skills are rated using the following descriptors (See page 5 for complete descriptors):

5=Consistent/Independent 4=Effective/not independent 3=Adequate/not independent 2=Emerging/Inconsistent 1=Not evident 0=N/A

| Knowledge/Skill | Behavioral Descriptors | Midterm | Final |
|---|---|----------|----------|
| A. ORAL COMMUNICATION | | | |
| 1. Demonstrates effective speaking and listening skills | Demonstrates speaking and listening ability for effective clinical and professional interaction with clients and their relevant others. | 0 | 0 |
| 2. Demonstrates clear modeling of targets | Demonstrates speech and language skills in English so that modeling of the target phoneme, grammatical feature, or other aspect of speech and language is possible. | 0 | 0 |
| ORAL COMMUNICATION TOTAL | | 0 | 0 |

| B. WRITTEN COMMUNICATION | | | |
|--|---|------------------------------------|---|
| ORGANIZATION | | | |
| 1. Follows appropriate format for type of document | Follows standard format as stated in clinic procedures. | 0 | 0 |
| 2. Presents information in organized and concise manner | Uses a logical order and appropriate transition statements. | 0 | 0 |
| CONTENT/STYLE | | | |
| 3. Writes thorough, objective reports that synthesize various data sources | Includes supporting data and relevant information in diagnostic reports, treatment plans, lesson plans, progress reports, professional correspondence, or other assigned reports. | 0 | 0 |
| 4. Includes appropriate recommendations | Includes specific ideas for treatment, names and phone numbers of resources. | 0 | 0 |
| 5. Writes clearly and concisely | Excludes insignificant or irrelevant information, does not include new information in summary. | 0 | 0 |
| 6. Writes appropriate behavioral objectives | Plans/writes behavioral objectives and goals that consider functional needs of clients and are prioritized, measurable, achievable. | 0 | 0 |
| 7. Uses professional language and terminology | Uses formal, professional, objective language that is grammatically correct. Explains jargon and terminology as appropriate. Avoids emotional language. Uses approved abbreviations in daily documentation. | 0 | 0 |
| 8. Edits and proofreads all documentation | Carefully edits and proofreads written documentation and reports before submission. | 0 | 0 |
| | | WRITTEN COMMUNICATION TOTAL | |
| | | 0 | 0 |
| C. PROFESSIONAL INTERACTIONS | | | |
| 1. Is approachable and responsive to clients, parents, and other professionals. Demonstrates poise and maturity in professional interactions | Appropriately interacts with clients/caregivers in the clinical setting: demonstrates active listening skills appropriate nonverbal communication. Addresses client's concerns in positive, confident manner; is receptive to client's/caregiver's questions, utilizes effective counseling techniques. For conferences, provides information appropriate for educational level of client or caregiver. | 0 | 0 |
| 2. Is approachable and responsive to supervisor | Consults with the supervisor in appropriate setting and manner, respects supervisory relationship, seeks information and or clarifies information in an open, non-defensive manner. Seeks input; accepts supervisor comments / suggestions, integrates supervisor's suggestions. Responds to and incorporates supervisor's feedback on written documentation, as appropriate. | 0 | 0 |
| 3. Displays acceptance of the client's disability and differences; treats all clients with positive regard. Respects cultural differences | Adapts to client's age, cognitive level, language level, and cultural/ethnic differences with appropriate communication strategies and modifications to the therapy setting. Demonstrates acceptance and tolerance for cultural differences; varies interaction style as needed for clinical interactions. | 0 | 0 |
| 4. Collaborates with other professionals | Consults with other professionals as appropriate for case management; secures consent and maintains confidentiality. | 0 | 0 |
| PROFESSIONAL ATTITUDE | | | |
| 5. Displays emotional control, stability and maturity | Maintains a neutral emotional display when appropriate or needed. Demonstrates emotional maturity and self-confidence. | 0 | 0 |
| 6. Demonstrates interest and involvement in clinic | Views each clinical assignment as a learning opportunity, recognizes personal needs for clinical and professional growth and experiences, displays a positive attitude about all cases and assignments. Demonstrates effort and enthusiasm for the clinical assignments. | 0 | 0 |

| | | | |
|---|--|----------|----------|
| 7. Demonstrates ability to self-evaluate professional growth. | Comes prepared to conferences for discussing clinical performance; sets goals for own clinical and professional development. Provides constructive feedback to the supervisor regarding the supervisory process and developmental needs. | 0 | 0 |
| PROFESSIONAL INTERACTIONS TOTAL | | 0 | 0 |
| D. PREVENTION | | | |
| 1. Demonstrates ability to screen hearing | Performs puretone air conduction hearing screening accurately. Correctly interprets findings and makes appropriate referrals. | 0 | 0 |
| 2. Demonstrates ability to screen for middle ear pathology | Performs screening tympanometry accurately. Correctly interprets findings and makes appropriate referrals. | 0 | 0 |
| 3. Demonstrates ability to screen speech-language and swallowing skills | Performs speech-language and swallowing screenings accurately. Correctly interprets findings and makes appropriate referrals. | 0 | 0 |
| 4. Participates in activities related to the prevention of communication disorders | Participates in activities related to the identification and prevention of communication disorders and/or the ability to cope with communication disorders (such as BISM promotions, clinic and community screenings, health fairs, inservice presentations, parent/client education, support groups). | 0 | 0 |
| PREVENTION TOTAL | | 0 | 0 |
| E. ASSESSMENT | | | |
| PLANNING | | | |
| 1. Demonstrates understanding of referral questions and diagnostic issues | Thoroughly reviews client history/reason for referral, and plans appropriately; secures necessary information from client/caregiver, if indicated. | 0 | 0 |
| 2. Applies theory, research, and knowledge from academic courses in formulating a diagnostic hypothesis | Demonstrates ability to integrate knowledge from academic courses and research to formulate a diagnostic hypothesis. | 0 | 0 |
| 3. Selects and administers appropriate evaluation measures | Investigates validity/reliability, chooses appropriate diagnostic tools. Selects appropriate behavioral observations, non-standardized/standardized tests, instrumental procedures. Considers cultural factors. | 0 | 0 |
| 4. Develops and asks appropriate diagnostic questions. | Reviews client history from referral and other sources and prepares and sequences diagnostic questions to assure appropriateness of diagnostic measures selected. | 0 | 0 |
| EXECUTION | | | |
| 5. Conducts appropriate client interview | Talks to client, caregivers, spouse, as appropriate and generates investigative questions. | 0 | 0 |
| 6. Manages client behavior | Uses appropriate techniques to manage client behavior that facilitates best performance. | 0 | 0 |
| 7. Administers formal and informal tests accurately | Demonstrates preparation and appropriate amount of practice; administers test efficiently according to standardized procedures; shows ability to correctly establish basal and ceiling. | 0 | 0 |
| 8. Organizes / manages session | Organizes session appropriately, manages materials and modifies environment as needed, uses time efficiently. Modifies procedures to meet client's needs, uses appropriate language for client's level. | 0 | 0 |
| 9. Records responses accurately | Records client's responses during testing/informal observations; observes performance of client with insight; collects communication sample. Ensures backup data retrieval system available (i.e. audio and/or videotape, second tape recorder). Accurately discriminates sound productions. | 0 | 0 |
| 10. Scores accurately | Scores formal and informal tests accurately. | 0 | 0 |

| ANALYSIS/INTERPRETATION | | | |
|---|---|----------|----------|
| 11. Accurately analyzes, interprets, integrates data; applies academic/clinical knowledge | Analyzes and interprets data accurately; integrates results from case history, observation, formal testing and informal procedures to make accurate impressions and assessment/diagnosis. Integrates knowledge from academic courses into assessment interpretation. | 0 | 0 |
| 12. Makes recommendations based on integration of information | Makes accurate recommendations for intervention or referrals to other professionals or services, as needed. Is aware when full evaluation is needed after screenings. | 0 | 0 |
| ASSESSMENT TOTAL | | 0 | 0 |
| F. INTERVENTION | | | |
| PLANNING | | 0 | |
| 1. Investigates client file for pertinent background information | Identifies client's needs, case management issues, relevant factors, previous treatment, outcomes and recommendations; makes contacts as appropriate to secure necessary information. | 0 | 0 |
| 2. Develops an individualized intervention plan that considers client and caregiver needs | Establishes treatment plans with objectives and goals that meet the individual client's needs. Collaborates with clients and relevant others in the planning process; plans projected progress considering length of planned therapy. Sequences and organizes short-term objectives and long-term goals appropriately, considers future planning and carryover needs. | 0 | 0 |
| 3. Plans specific, effective and appropriate therapy methods and techniques | Uses techniques appropriate for client's needs, strengths, developmental level, learning style, cultural and linguistic factors. Plans for modifications needed in the physical environment to meet client needs. Follows hierarchies to transition clients to next level. | 0 | 0 |
| 4. Applies theory, research and knowledge from academic courses in formulating an intervention plan | Demonstrates ability to integrate knowledge from research, academic courses, and best practices into clinical practice. | 0 | 0 |
| 5. Develops/plans treatment to ensure generalization. | Develops objectives and strategies to address generalization needs. Collects data on generalization skills and plans accordingly. | 0 | 0 |
| THERAPY | | | |
| 6. Follows intervention plans; modifies strategies, materials, or instrumentation as appropriate | Follows plan and modifies as appropriate to meet client needs. Uses branching strategies. Involves clients and relevant others in the intervention process. | 0 | 0 |
| 7. Selects or develops a variety of materials, strategies, and instrumentation | Uses a variety of strategies to gain client cooperation. Considers functional needs of client. Demonstrates ability to facilitate attention, concentration, cooperation, and learning in clients of all ages; uses age-appropriate strategies for client management. Deals with problem behaviors appropriately. Identifies/reacts appropriately to verbal/nonverbal responses. | 0 | 0 |
| 8. Models targets effectively | Demonstrates understanding of the types of modeling (e.g., sound production, sentence structure, vocabulary, vocal characteristics, fluency-shaping techniques) appropriate for the individual client and provides these effectively. | 0 | 0 |
| 9. Uses session time efficiently | Paces session well, obtains an optimal number of client responses. Conducts efficient and effective transitions between tasks. Avoids unnecessary delays, dialogue, and interruptions. | 0 | 0 |
| 10. Measures and evaluates client's performance and progress | Collects data accurately/efficiently without interrupting flow of therapy. Responds to client's performance by providing appropriate specific feedback. Interprets client's performance accurately. | 0 | 0 |

| | | | |
|---|--|----------|----------|
| 11. Monitors verbal and non-verbal interactions | Provides appropriate and effective verbal directions and reinforcement; monitors verbal and nonverbal behaviors. | 0 | 0 |
| 12. Communicates effectively with the client | Gives information clearly, concisely, and at a language level that is meaningful to the client. Gives clear and consistent instructions, modifies instructions when the client is not understanding. Communicates rationale for therapy techniques, as appropriate for age and cognitive level. | 0 | 0 |
| 13. Provides home assignment information | Provides the client and/or caregiver with instructions and materials for completing assignments outside the clinical setting for the purpose of enhancing client progress toward therapy objectives. | 0 | 0 |
| 14. Demonstrates problem-solving skills | Uses resources from the clinic, class, supervision, library, journals, internet etc. to effectively address clinical needs and concerns; does not depend on supervisor for problem identification, evaluation, and generation of solution. Conducts self-evaluation of the session to improve own clinical skills. | 0 | 0 |
| REPORTING | | | |
| 15. Accurately records and evaluates clients' performance | Accurately completes required documentation of intervention results. | 0 | 0 |
| 16. Provides routine feedback to client and/or caregiver effectively | Discusses treatment plans, gives therapy feedback in clear, practical manner. Summarizes objectives and results at conclusion of session. Communicates effectively, recognizing needs, values, preferred mode of communication, and cultural/linguistic background of client, and caregivers. | 0 | 0 |
| 17. Provides organized presentation of material to client/caregiver, supervisor | Is prepared, practiced, well-sequenced, and well-organized with material and presentation during formal conferences with clients/caregivers. | 0 | 0 |
| INTERVENTION TOTAL | | 0 | 0 |

- Student is recommended to continue in clinical practicum in the USA Clinic
- Student is recommended to continue in clinical practicum at off-campus sites (requires rating of 4.0)
- Student needs to continue development of skill or competency areas. Remediation plan may be needed.
- Student does not demonstrate required skills to continue placement in clinical practicum.

| | |
|---|---|
| <p>Grading Scale:</p> <p>Practicum 1: 3.0-5.0 = A, 2.0 - 2.9 = B, <2.0 = C</p> <p>Practicum 2: 3.5 - 5.0 = A, 2.0 - 3.4 = B, <2.0 = C</p> <p>Practicum 3, 4, 5: 4.0 - 5.0 = A, 3.0 - 3.9 = B, <3.0 = C</p> | <p>Clinical rating scale:</p> <p>5 = Successful in demonstrating the behavior; independent; able to plan, execute and make changes based on self-evaluation.</p> <p>4 = Effective in demonstrating the behavior on a consistent basis; shows increasing independence, critical thinking, self-evaluation.</p> <p>3 = Adequate demonstration of the behavior; not independent in the behavior; generally successful when asked to modify.</p> <p>2 = Inconsistently demonstrates the behavior. May be successful at times, but not always. Self-evaluation limited at this point.</p> <p>1 = The behavior is not evident, in spite of supervisory input. Student either is unable to modify or makes no attempt to modify. Unaware of need to change.</p> <p>0 = No opportunity to observe, not applicable</p> |
|---|---|