

**CAA of ASHA: Knowledge and Skills Acquisition (KASA)  
Speech-Language Pathology Services Credential CTC Standards  
All Clinical Practicum Evaluations**

Student Name \_\_\_\_\_ Semester/Year \_\_\_\_\_

Clinical Practicum Assignment (Circle one): SLHS 880. SLHS 881. SLHS 882. Other \_\_\_\_\_

Skill Level:

- (B) Beginning (1<sup>st</sup> client)
- (I) Intermediate (2<sup>nd</sup>/3<sup>rd</sup>/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** Speech Sound Production
- 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/feeding (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)
- AAC** Augmentative and alternative communication

**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- 1.7	D+ 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 (1<sup>st</sup> 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 (2<sup>nd</sup>/3<sup>rd</sup>/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
<b>EVALUATION</b>					
(B) (I) (A) Objectively and accurately observes client behavior.					
(B) (I) (A) Adapts evaluation procedures to meet client needs.					
<b>Evidence-Based Practice:</b> (I)(A) <i>Selects appropriate, evidence-based evaluation procedures (behavioral observations, non-standardized/standardized tests/instrumental procedures).</i> <b>CTC: PD Standard 1: Program Design, Rationale and Coordination, P, A</b>					
(I) (A) Appropriately administers standardized/non-standardized tests, informal assessments, etc.					
(I)(A) <i>Demonstrates proficiency in the effective use of interpreters/translators in the assessment of English language learners.</i> <b>CTC: SLP Standard 4: Assessment of Speech and Language Disorders, P, A</b>					
(I)(A) Formulates appropriate recommendations based on assessments that <i>evaluate students' needs and strengths, development of academic language making accommodations, modifications, instructional decisions and ongoing program improvements.</i> <b>CTC: PD Standard 3: Educating Diverse Learners</b> <b>CTC: PD Standard 5: Assessment of Students, P, A</b>					
(I)(A) Collects and integrates case history information, <i>including required statewide assessments and local, state and federal accountability systems</i> , with information from clients, family, caregivers, teachers, relevant others, and other professionals. <b>CTC: PD Standard 5: Assessment of Students, P, A</b>					
(I)(A) <i>Consults and/or collaborates with teachers and other relevant personnel, during prevention, assessment and IEP process.</i> <b>CTC: SLP Standard 7: Consultation and Collaboration, A</b>					

(A) Applies clinical judgment during informal screening.					
(A) Interprets, integrates, and synthesizes all information to develop a diagnosis.					
(I)(A) <i>Demonstrates the ability to participate effectively as a team member and/or case manager for the IFSP/IEP/transition planning process, from pre-referral interventions and requisite assessment processes, through planning specially-designed instruction to support access to the core curriculum, developing appropriate IFSP/IEP/transition planning goals based on standards and following all legal requirements of the IFSP/IEP/transition planning process.</i> <b>CTC: PD Standard 8: Participating in IFSP/IEPs and Post-Secondary Transition Planning, A</b>					
(A) Conducts screening and prevention procedures.					
<b>INTERVENTION</b>					
(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, such as <i>trans-disciplinary teams, including but not limited to multi-tiered intervention, Section 504, IEP/IFSP/ITP.</i> <b>CTC: PD Standard 4: Effective Communication and Collaborative Partnerships, A</b>					
(B) (I) (A) Implements TX plans and involves clients and relevant others in the TX process.					
(I)(A) <i>Provides full range of service delivery options, including general education.</i> <b>CTC: PD Standard 1: Program Design, Rationale and Coordination, A</b>					
(I)(A) <i>Collaborates with personnel from other educational and community agencies to plan, implement, and evaluate transitional life experiences for successful transitions by students.</i> <b>CTC: PD Standard 7: Transition and Transitional Planning, A</b>					
(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) <i>Demonstrates effective behavioral intervention strategies and effectively monitor the progress of students.</i> <b>CTC: SLP Standard 5: Management of Speech and Language Disorders, A</b>					
(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 meet the needs of clients.					
(B) (I) (A) Objectively evaluates each session.					
(B) (I) (A) Completes administrative and reporting functions necessary to support intervention.					
(B)(I)(A) <i>Communicates effectively with the business community, public and non-public agencies, to provide the cohesive delivery of services, and bridge transitional stages across the life span for all learners.</i> <b>CTC: PD Standard 4: Effective Communication and Collaborative Partnerships, A</b>					
(I) (A) Utilizes session data for future therapy sessions.					
(I) (A) Conducts parent and staff conferences.					
(A) Conducts <i>progress monitoring and in decision making regarding eligibility and services.</i> <b>CTC: PD Standard 5: Assessment of Students, A</b>					
<b>PROFESSIONAL, LEGAL AND ETHICAL PRACTICES</b>					
<b>Accountability:</b> <i>Observes legal requirements for assessment, Individualized Family Service Program, Individualized Education Program (IEP) development and monitoring, services, and instruction of students with disabilities</i> <b>CTC: PD Standard 2: Professional, Legal and Ethical Practices, A</b>					
<b>Accountability:</b> (B) (I) (A) Observes timelines to submit drafts, revisions.					
<b>Accountability &amp; Evidence-Based Practice:</b> (B) (I) (A) Reports information accurately.					

<b>Accountability &amp; Evidence-Based Practice:</b> (B) (I) (A) Discussion of procedures and progress written accurately.				
<b>Accountability:</b> (B) (I) (A) Report summary written comprehensively with synthesis and integration of information.				
<b>Professional Duty:</b> (B) (I) (A) Makes appropriate recommendations.				
<b>Effective Communication Skills:</b> (B) (I) (A) Demonstrates appropriate writing skills for speech, grammar, and sentence construction.				
<b>Effective Communication Skills:</b> (B) (I) (A) Uses professional writing style.				
<b>Effective Communication Skills:</b> (I) (A) Test/s, results, and interpretation written accurately and appropriately.				
<b>Effective Communication Skills:</b> (I) (A) Includes all pertinent information in client report.				
<b>Effective Communication Skills:</b> (I) (A) Report is well organized.				
<b>Effective Communication Skills:</b> (I) (A) Report is understandable for client or parent/caregiver.				
<b>PROFESSIONAL DUTY AND ETHICAL QUALITIES</b>				
<b>Professional Duty:</b> (B) (I) (A) Demonstrates cooperation and teamwork.				
<b>Accountability:</b> (B) (I) (A) Keeps verbal commitments.				
<b>Accountability:</b> (B) (I) (A) Never has an unexcused clinical absence.				
<b>Accountability:</b> (B) (I) (A) Observes legal mandates, most especially client privacy and confidentiality policies.				
<b>Professional Duty:</b> (B) (I) (A) Dresses for activities with respect for observers, clients, and the professional setting.				
<b>Professional Duty:</b> (B) (I) (A) Is punctual in beginning and ending clinical sessions.				
<b>Professional Duty:</b> (B) (I) (A) Demonstrates interest and positive attitude with client.				
<b>Professional Duty:</b> (B) (I) (A) Written and/or verbal communication is free from judgmental statements.				
<b>Effective Communication Skills:</b> (B) (I) (A) Communicates effectively, recognizing needs, values, preferred mode of communication, cultural/linguistic background of client, family, caregivers.				

<b>Accountability &amp; Evidence-Based Practice:</b> (B) (I) (A) Adheres to ASHA Code of Ethics and behaves professionally, <i>given opportunities for demonstration of ethical standards, of teaching, of evidence based educational practices in relation to theories, research and regulations necessary to the provision of services to individuals with disabilities and their families.</i> <b>CTC: PD Standard 2: Professional, Legal and Ethical Practices, A</b>					
<b>Effective Communication Skills:</b> (I) (A) Provides counseling regarding communication and swallowing disorders to clients, family, caregivers, and relevant others.					
<b>Effective Communication Skills:</b> (I) (A) Encourages client and/or family responsibility in management.					
<b>RESPONSE TO SUPERVISION</b>					
(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 \_\_\_\_\_

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