

**GOVERNORS STATE UNIVERSITY
DEPARTMENT OF COMMUNICATION DISORDERS**

**Evaluation of Student's Practicum Performance:
Speech-Language Pathology**

Student: _____

Site: _____

Site Supervisor: _____

GSU Supervisor: _____

Please indicate the practicum:

_____ **Special Populations (8810)** _____ **Public School (8820)** _____ **Medical Setting (8830)**

Please indicate at what point this evaluation is taking place:

_____ **Midterm** _____ **Final**

Please indicate which practicum in the three practicum sequence the student is participating:

_____ **First practicum** _____ **Second practicum** _____ **Third practicum**

PERFORMANCE SUMMARY

1. Evaluation Skills **Mean** _____

2. Intervention Skills **Mean** _____

Overall Mean _____

3. Interaction and Personal Qualities

Present ____ Emerging ____ Needs Improvement ____

4. Oral and Written Communication

Present ____ Emerging ____ Needs Improvement ____

Supervisor's Signature: _____ **Date:** _____

Supervisor's ASHA Account Number _____

Student's Signature: _____ **Date:** _____

GSU Supervisor's Initials (indicates review of evaluation): _____ **Date:** _____

Student's signature indicates she/he has seen the evaluation results. Student's signature and GSU Supervisor's initials do not indicate agreement or disagreement with this evaluation.

QUALITATIVE CRITERIA FOR NUMERICAL SCALE PERFORMANCE LEVELS

(UNACCEPTABLE)

Level 1: Not Evident

Competency/skill not evident; inability to perform effectively; supports and/or direction from supervisor not implemented

Level 2: Poor

Competency/skill poor; requires frequent and specific demonstration or extensive instructions to perform effectively; supervisor supports, and direction are rarely or poorly implemented and do not alter performance

Level 3: Limited

Competency/skill limited; continues to require frequent or specific demonstration or instruction to perform effectively; supervisor supports, and direction may be implemented but not consistently

(ACCEPTABLE)

Level 4: Emerging

Competency/skill present but needs further development; some specific demonstration or instruction is still needed to perform effectively; supports and direction from supervisor are present/implemented and in the process of generalization

Level 5: Refining

Competency/skill developed but needs refinement; requires general or intermittent demonstration or instruction to perform effectively; supports and direction from supervisor are consistently implemented and appropriate changes are made when necessary

(TARGET)

Level 6: Competent

Competency/skill evident and consistent; recognizes and takes initiative to make necessary changes when appropriate to perform effectively; needed supports and direction from supervisor are minimal

Level 7: Mastery

Competency/skill well developed and performed accurately; independently makes appropriate changes when necessary to perform effectively; requires supervisor monitoring and/or consultation only

Note: Skills are delineated per the ASHA Standards for the Certificate of Clinical Competence in Speech-Language Pathology (effective January 2020)

The applicant must have acquired the skills applicable across the nine major areas (Standard IV-C) and (Standard V-B) must have completed a program of study that included experiences sufficient in breadth and depth to achieve the following skill outcomes:

1. EVALUATION

a. Conducts screening and prevention procedures (including prevention activities)

	1	2	3	4	5	6	7	NA
Speech Sound Production								
Fluency								
Voice and resonance								
Receptive and Expressive Language								
Hearing								
Swallowing								
Cognitive Aspects								
Social Aspects								
AAC modalities								

b. Collects case history information and integrates information from clients/patients, family, caregivers, teachers, and relevant others, including other professionals

	1	2	3	4	5	6	7	NA
Speech Sound Production								
Fluency								
Voice and resonance								
Receptive and Expressive Language								
Hearing								
Swallowing								
Cognitive Aspects								
Social Aspects								
AAC modalities								

c (1). Selects appropriate evaluation procedures, such as behavioral observations, non-standardized and standardized tests, and instrumental procedures (and prepares adequately providing a rationale for selection when necessary)

	1	2	3	4	5	6	7	NA
Speech Sound Production								
Fluency								
Voice and resonance								
Receptive and Expressive Language								
Hearing								
Swallowing								
Cognitive Aspects								
Social Aspects								
AAC modalities								

c (2). Administers appropriate evaluation procedures, non-standardized and standardized tests and instrumentation procedures (and maintains appropriate documentation of results including scoring)

	1	2	3	4	5	6	7	NA
Speech Sound Production								
Fluency								
Voice and resonance								
Receptive and Expressive Language								
Hearing								
Swallowing								
Cognitive Aspects								
Social Aspects								
AAC modalities								

d. Adapts evaluation procedures to meet client/patient needs

	1	2	3	4	5	6	7	NA
Speech Sound Production								
Fluency								
Voice and resonance								
Receptive and Expressive Language								
Hearing								
Swallowing								
Cognitive Aspects								
Social Aspects								
AAC modalities								

e (1). Interprets (accurately), integrates, and synthesizes all information to develop diagnoses (including information from family/caregivers and other professionals)

	1	2	3	4	5	6	7	NA
Speech Sound Production								
Fluency								
Voice and resonance								
Receptive and Expressive Language								
Hearing								
Swallowing								
Cognitive Aspects								
Social Aspects								
AAC modalities								

e (2). Makes appropriate recommendations for intervention based upon evaluation results

	1	2	3	4	5	6	7	NA
Speech Sound Production								
Fluency								
Voice and resonance								
Receptive and Expressive Language								
Hearing								
Swallowing								
Cognitive Aspects								
Social Aspects								
AAC modalities								

f. Completes administrative and reporting functions necessary to support evaluation (includes informing relevant others of results)

	1	2	3	4	5	6	7	NA
Speech Sound Production								
Fluency								
Voice and resonance								
Receptive and Expressive Language								
Hearing								
Swallowing								
Cognitive Aspects								
Social Aspects								
AAC modalities								

g. Refers clients/patients for appropriate services (includes counseling regarding communication and swallowing disorders to clients/patients, caregivers and relevant others)

	1	2	3	4	5	6	7	NA
Speech Sound Production								
Fluency								
Voice and resonance								
Receptive and Expressive Language								
Hearing								
Swallowing								
Cognitive Aspects								
Social Aspects								
AAC modalities								

2. INTERVENTION

a (1). Develops setting-appropriate intervention plans with measurable and achievable goals that meet client's/patient's needs (includes methods that are appropriate for clients' age, developmental level and learning style)

	1	2	3	4	5	6	7	NA
Speech Sound Production								
Fluency								
Voice and resonance								
Receptive and Expressive Language								
Hearing								
Swallowing								
Cognitive Aspects								
Social Aspects								
AAC modalities								

a (2). Collaborates with and involves clients/patients and relevant others in the planning and intervention processes

	1	2	3	4	5	6	7	NA
Speech Sound Production								
Fluency								
Voice and resonance								
Receptive and Expressive Language								
Hearing								
Swallowing								
Cognitive Aspects								
Social Aspects								
AAC modalities								

b. Implements intervention plans (includes use and delivery of appropriate instructions, modeling, cueing, feedback, and reinforcement strategies)

	1	2	3	4	5	6	7	NA
Speech Sound Production								
Fluency								
Voice and resonance								
Receptive and Expressive Language								
Hearing								
Swallowing								
Cognitive Aspects								
Social Aspects								
AAC modalities								

- c. **Selects or develops and uses appropriate materials and instrumentation for prevention and intervention (includes effective use to elicit type and level of response required and maximum number of responses)**

	1	2	3	4	5	6	7	NA
Speech Sound Production								
Fluency								
Voice and resonance								
Receptive and Expressive Language								
Hearing								
Swallowing								
Cognitive Aspects								
Social Aspects								
AAC modalities								

- d. **Measures and evaluates clients/patient's performance and progress (including maintaining appropriate data)**

	1	2	3	4	5	6	7	NA
Speech Sound Production								
Fluency								
Voice and resonance								
Receptive and Expressive Language								
Hearing								
Swallowing								
Cognitive Aspects								
Social Aspects								
AAC modalities								

- e. **Modifies intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients/patients (includes flexibility in management of challenging behaviors)**

	1	2	3	4	5	6	7	NA
Speech Sound Production								
Fluency								
Voice and resonance								
Receptive and Expressive Language								
Hearing								
Swallowing								
Cognitive Aspects								
Social Aspects								
AAC modalities								

- f. **Completes administrative and reporting functions necessary to support intervention (includes informing relevant others of intervention results)**

	1	2	3	4	5	6	7	NA
Speech Sound Production								
Fluency								
Voice and resonance								
Receptive and Expressive Language								
Hearing								
Swallowing								
Cognitive Aspects								
Social Aspects								
AAC modalities								

- g. **Identifies and refers clients/patients for appropriate services (includes counseling regarding communication and swallowing disorders to clients/patients, family, caregivers, and relevant others)**

	1	2	3	4	5	6	7	NA
Speech Sound Production								
Fluency								
Voice and resonance								
Receptive and Expressive Language								
Hearing								
Swallowing								
Cognitive Aspects								
Social Aspects								
AAC modalities								

3. INTERACTION AND PERSONAL QUALITIES

Qualities (please check skill level)	Present	Emerging	Needs Improvement
Demonstrates professional demeanor and presents self appropriately			
Demonstrates regular attendance and is punctual			
Demonstrates effective organization and time management			
Effectively builds rapport and works effectively with clients, supervisors and relevant others			
Manages the care of individuals receiving services to ensure an interprofessional, team-based collaborative practice			
Respects and maintains confidentiality of client information			
Communicates effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the individual(s) receiving services, family, caregivers, and relevant others			
Responds appropriately to constructive criticism and feedback			
Adheres to the ASHA Code of Ethics and behaves professionally			

Standard V-A: The applicant must have demonstrated skills in oral and written forms of communication sufficient for entry into professional practice

4. ORAL AND WRITTEN COMMUNICATION

Oral Skills	Present	Emerging	Needs Improvement
Demonstrates communication skills sufficient to achieve effective clinical and professional interaction with persons receiving services and relevant others			
Integrates and presents necessary and relevant information in a clear and concise manner			
Demonstrates ability to provide appropriate speech/language models for intervention, and thereby can produce target phonemes, grammatical features, or other aspect of speech and language that characterizes the client's particular problem			

Written Skills	Present	Emerging	Needs Improvement
Demonstrates appropriate technical writing skills for diagnostic and treatment reports, treatment plans, and professional correspondence (spelling, punctuation, grammar, sentence structure, etc.)			
Content of reports and plans is cohesive, accurate, and shows some in-depth interpretation			
Proofreads reports and plans accurately and provides revisions within provided deadlines			