Education Externship Handbook

SLHS 64800
2019

A guide for the Supervising SLP, Purdue Liaison and Graduate Student Clinician in Speech-Language Pathology

Department of Speech, Language, and Hearing Sciences
COLLEGE OF HEALTH AND HUMAN SCIENCES

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Purpose

This handbook is designed to serve as a reference for all members of the Education Externship Team: the Supervising SLP, the Graduate Student Clinician, and the Purdue Liaison. The roles of each member of the triad are described, and the requirements of the Education Externship, with suggested time lines for completion, are included. Examples of all forms are included in the appendices of this manual.
SLHS 64800, the practicum experience in a public school (Education Externship), is arranged and coordinated by the Department of Speech, Language, and Hearing Sciences (SLHS) in collaboration with the Office of Field Experiences (OFE) in the College of Education. Graduate students who wish to receive speech-language pathology clinical training in preparation for working with school-age children should consider this externship when planning a course of study. Students who wish to do Educational Externships are required to successfully complete SLHS 54400 School Clinical Methods prior to their externships.

General Information:

1. During your first spring semester, you are required to attend a workshop sponsored by OFE, which explains the application process. This will take place during 54900-2. You will be given the necessary information to go online and complete the required application.

2. During each semester of the graduate program, students are asked to provide the Department of SLHS Educational Externship Coordinator with information to be used in planning the Education Externship.

3. If a student is following the typical two-year plan of study, the Education Externship will occur during the second half of the final spring semester. The approximate time period for spring placements is late February through early May. Some students may encounter circumstances that require the Education Externship to occur during the fall semester. Placements for the Education Externship cannot occur during the summer.

4. To be eligible for this placement, the following criteria must be met:

Coursework requirements- Prior to Education Externship placement, students are required to have completed the following graduate courses: Phonological Disorders, Language Disorders in Children, and School Clinical Methods. All SLHS clinical program core classes must be taken either prior to, or simultaneously with the Education Externship.

Clinical experience requirements- Prior to Education Externship placement, students must have had at least 2 semesters of clinical assignments working with children, earning a minimum of 50 clinical hours (75 preferred) with grades of "B" or better and no 'U's (Unsatisfactories) on the Clinical Skills Evaluation Form (CSCF).

5. To successfully complete this externship, a student must be given a final grade of B or better by his/her SLHS 64800 Teacher or Record and a “Satisfactory” in all “Professional Protocol Behaviors”. A student’s final grade will be lowered if she/he receives a SLHS Professional Infraction Notice or a College of Education Form D-2 (i.e., disposition assessment form).

6. Exemplary professional behavior is both expected and required. Failure to comply with the Purdue Professionalism Agreement will result in a SLHS Professional Infraction Notice and the execution of an OFE disposition assessment form (Form D-2) and/or placement termination. The accumulation of three disposition assessment forms will result in a disciplinary review that may result in removal from the teacher education program. In the case of a significant breach of professionalism, a student may immediately be terminated from his/her placement and may not be eligible to complete that or another Educational Externship.
Role of the Purdue Liaison

A Clinical Faculty Member from the Department of SLHS is assigned to each Student Clinician participating in an Educational Externship. While this will most often be the Educational Externship Coordinator, other SLHS Clinical Faculty may fill this role. This Purdue Liaison will communicate with the Supervising SLP and Student Clinician during the Education Externship to discuss on-going progress. A series of conference calls, emails, and submission of documents will be used to ensure expected progress. Site visits will be arranged on an as needed basis at the discretion of the Supervising SLP, Student Clinician, or Purdue Liaison.

The Purdue Liaison should be contacted if any questions or concerns arise at any time during the Externship. She/he will recommend the final grade based on 1) the mid-term & final evaluations completed by the Supervising SLP, 2) the ongoing input received from the Supervising SLP, and 3) completion of required assignments by the Student Clinician. The Student Clinician is required to complete the following assignments for the Purdue Liaison to review and evaluate. All PHI should be removed before submitting.

- At least one lesson plan for an on-going speech or language therapy session.
- At least one progress report, approved by the Supervising SLP
- One Educational Evaluation Report, approved by the Supervising SLP
- One IEP, approved by the Supervising SLP
- Two projects

Role of the Supervising SLP

Supervising SLPs are Master’s level Speech-Language Pathologists who maintain their CCC-SLP (ASHA) and are currently employed in a school setting. The individual differences of school settings and personal styles of organizing and managing school programs are respected. Therefore, the role of the Supervising SLP is defined by basic requirements, but is expanded and modified to accommodate various types of school programs and areas of service delivery. Basic requirements that cannot be modified are as follows. The Supervising SLP must:

- Agree to the placement as Purdue’s Office of Field Experiences and the local school corporation arranges it.
- Maintain CCC-SLP at initiation of, and throughout the Education Externship.
- Provide on-site supervision throughout the Education Externship. Between 90-100% supervision is expected for the first seven-eight weeks. This can drop down to but should not be less than 70% for the remainder of the externship.
- Communicate with the Purdue Liaison.
- Complete documentation required for Purdue’s College of Education and Department of Speech, Language, and Hearing Sciences including signing the ASHA log cards.

The Supervising SLP is encouraged to:

- Follow the suggested general outline of assignments/experiences.
- Accept the Student Clinician as a colleague-in-training. Include him/her in as many of your daily responsibilities as possible.
- Provide any policy/administrative material concerning school operations.
- Inform the Student Clinician of the school routine.
- Consider the Student Clinician as a member of the school faculty. Introduce him/her to school staff, include him/her in meetings, and encourage participation in extracurricular activities.
- Provide a faculty handbook for reference.
FOR THE SUPERVISING SLP

Thank You!!

The Education Externship is a ten-week school-clinical practicum in communication disorders that is coordinated by the Purdue University Office of Field Experiences and the Department of Speech, Language, and Hearing Sciences. In past years, this experience has been called “student teaching,” and you will continue to see documents in which this term is used. However, as you know, the speech-language pathology practicum in public schools is very different from the experience that students attain if they are learning to be classroom teachers. The Education Externship is a period in which a second year graduate Student Clinician will be working with you in your school setting and learning all about working in public schools. Not only will your Student Clinician gain clinical experience in working with school-age children with speech and/or language problems, she/he will also learn about the administration of school based programs, and the myriad of daily tasks that you do to keep things running smoothly.

A successful Education Externship is one in which both you and your Student Clinician gain from the experience. We are certain that the student you supervise will acquire many new skills in therapy, diagnostics, and administrative work. In addition, we hope that you will also value the experience, perhaps through new insights into your own work as you explain it to the Student Clinician or by learning about new procedures that a student may use. The third member of the Education Externship “team” is the Purdue Liaison who is your connection to the Department of SLHS. She will be happy to answer questions, help you find resources you may need, and/or share new information with you throughout the Education Externship time period.

Your dedication and willingness to participate in the education and training of new professionals within our field is greatly appreciated! This handbook has been developed to provide you with information about the Education Externship. If you have additional questions, please feel free to contact your Purdue Liaison or Tamar Greenwell at (765) 494-3795, greenwel@purdue.edu.
FOR THE SUPERVISING SLP

Suggested General Components and Timeline
For the Education Externship Experience

Week One:

Student Orientation-
- Introduce the Student Clinician to the faculty and staff of your school.
- Provide information about the school's programs, facility layout, daily schedules, and school calendar.
- Include any pertinent information about risk management and safety procedures.
- Make sure that the Student Clinician is familiar with all child protection policies and procedures.
- Share any school corporation’s forms that will be used for evaluation reports, IEP development, progress reports, etc.

Supervision and Assignments-
- Have the Student Clinician observe you working with your caseload
- Have the Student Clinician read student files and research low incidence disorders.
- Discuss which type of supervision best fits your Student Clinician’s learning style. Feel free to adjust the style as needed over the course of the externship. Student Clinicians typically appreciate both written and verbal feedback.
- Verify that you have access to the web based sharing site for uploading documents and all required forms (see appendix of this manual for examples).
- Complete Week One requirements on the sharing site (upload schedule and licenses).
- Discuss and determine two projects that you wish your Student Clinician to complete.

Suggested projects include:
- Develop a bulletin board for the “Speech Therapy Room” or school.
- Present an in-service activity for either a school faculty meeting or a meeting of the Parent-Teacher Organization.
- Schedule a meeting with the school principal to get acquainted and to discuss her/his thoughts/concerns about education and special education services.
- Develop and implement a collaborative therapy activity with a classroom teacher.
- Develop and provide a speech and/or language stimulation activity in a regular education classroom.
- Put together summer homework packets.
- Organize the Supervising SLP’s materials

Activities which do not meet this criterion are those things which you would routinely do in the course of a day (e.g., develop specific materials or activities to be used in S/L therapy).
- You are encouraged to observe different models of school service delivery that is provided in your or another corporation (e.g., preschool, high/middle school, life skills room) but this also does NOT count as a project.
Weeks Two-Three:
Student Clinician begins working directly with students under the supervision of the Supervising SLP. The amount of time and exact implementation procedure is at the discretion of the Supervising SLP. That is, many Supervising SLPs gradually transition the Student Clinician into taking over therapy sessions. Typically, the Student Clinician observes for about 1 week and then gradually assumes the caseload over the next 2-4 weeks. The Student Clinician should maintain a log of all direct therapy and/or diagnostic hours (for ASHA records). The Supervising SLP should provide the Student Clinician with verbal and/or written feedback regarding his/her performance.

Weeks Four-Five:
- Student Clinicians are typically seeing all of the caseload by this week. In some cases, the transition may still be underway, but is nearly complete.
- Complete Week Four requirements on the sharing site (CSCF Midterm Forms)
  - Concerns should be discussed with the Student Clinician and with the Purdue Liaison. Students are not required to complete a mid-term evaluation.

Week Six:
- Student Clinician continues to gain independence with caseload management.
- Complete Week Six requirements on the sharing site (Project One and Lesson Plan)

Weeks Six-Seven:
Student Clinician continues to see caseload and participate in other related activities (such as Placement Conferences, IEP review meetings, School Faculty Meetings). Continuous feedback should be provided to the Student Clinician. Progress on all projects should be monitored. Concerns should be discussed with the Student Clinician and with the Purdue Liaison.

Week Eight:
- Give your student clinician a list of skills that she/he must demonstrate at a higher level in order to earn a grade of A or B. Send the University Liaison a copy of the list.
- Complete Week Eight requirements on the sharing site (Education Evaluation Report and IEP)

Week Ten:
- Complete Week Ten requirements on the sharing site:
  - Student Clinician: Educational Externship Survey, ASHA Site Supervisor Survey, Project Two
  - Supervising SLP: External Practicum Sites for Purdue Students: Supervisor and Clinical Population Data, External Practicum-Summary of Client Contact Clock Hours, Educational Externship School Information Form, Educational Externship School(s) Information Form, CSCF Feedback Summary Form, CSCF Professional Competency Form, CSCF School-Based Competency Form, Clinical Skills Competency Form
Professionalism Agreement

During my field experiences, I am a guest at the school site or other educational or community setting. I understand that my task is to learn so that I can become a more effective educational professional. I agree to abide by the specific institutional values and policies as well as highest standards of professionalism at all times.

I agree to maintain professional, legal, and ethical conduct at all times. I will respect the privacy of children, families, and school personnel and protect the confidentiality of confidential academic or personal information that I encounter.

I agree to be on site when and where I am expected. In the event that I cannot attend or will be late, I will follow proper notification procedures to let the appropriate individuals know in advance.

I agree to maintain a professional demeanor and appearance, in accordance with the standards of the site where I am placed.

I agree to complete my assigned tasks, duties, and responsibilities on time.

I agree to interact and communicate in a positive and professional manner with students, peers, school and university personnel, and others. I will avoid bias, prejudice, or lack of fairness toward individuals or groups of people.

I agree to remain committed to student learning at all times. I will not make offensive or demeaning comments about students/participants or their abilities to learn or about teachers or their abilities to teach.

I agree to remain committed to improving my own instructional practices and teaching activities. I will remain flexible and open to feedback from others.

I agree to demonstrate commitment to my field of study and to the teaching profession.

I understand that failure to comply with this agreement may result in the execution of a disposition assessment form (Form D-2) and/or placement termination. The accumulation of three disposition assessment forms will result in a disciplinary review that may result in removal from the teacher education program.

_____________________________________ ____________________
Course Instructor (printed) Course

_____________________________________ _____________________
Signature of Candidate Date College of Education
EDUCATION EXTERN’S TIMELINE & CHECKLIST

WEEK ONE

1. Review all forms with the Supervising SLP. Discuss who is responsible for each form and its due date.

2. Select and discuss the two projects you have chosen with the Supervising SLP. Your projects must be things above what you would normally be expected to do. **Suggested** projects include:
   - Develop a bulletin board for the “Speech Therapy Room” or school.
   - Present an in-service activity for either a school faculty meeting or a meeting of the Parent-Teacher Organization.
   - Schedule a meeting with the school principal to get acquainted and discuss her/his thoughts/concerns about education and special education services.
   - Develop and implement a collaborative therapy activity with a classroom teacher.
   - Develop and provide a speech and/or language stimulation activity in a regular education classroom.
   - Put together summer home work packets.
   - Organize the Supervising SLP’s materials

Activities which do not meet this criterion are those things which you would routinely do in the course of a day (e.g., develop specific materials or activities to be used in S/L therapy). You are highly encouraged to observe the different models of school service delivery that are provided in your or another corporation (e.g., preschool, high/middle school, life skills room). An observation does NOT count as a project.

3. Begin logging your hours. For ASHA certification, record hours as you have done in other clinic practica: For example, 75 hours, child articulation therapy; 20 hours, child speech diagnostics. Hours should be entered into the online system weekly for verification by the Supervising SLKP and Purdue Liaison. Clients aged 18 or older are considered adults. A general goal for hours to be attained in this experience is **approximately 120 hours of therapy/diagnostics.** Individual settings may result in some variation. If significantly fewer hours are expected, notify and discuss the situation with both the Supervising SLP and the Purdue Liaison.

4. Review all disorder categories and project hours (specific to areas) in which you need experience. Share this information with your Supervising SLP and make plans for you to earn needed hours.

5. Complete the Weekly School Schedule form and upload to sharing site. The information on this form will be used throughout the externship to facilitate university-school contact.

6. Upload your Supervising SLP’s current
   1) ASHA certification card
   2) State or DOE licensure card.

7. Discuss which type of supervisory style best fits your learning style. Adjust the style as needed over the course of the externship. Do not be afraid to ask for more or a different type of feedback.
WEEK FOUR
1. If you have not already discussed your progress with the Supervising SLP, request to do so during your MID-TERM EVALUATION.

2. Submit the MID-TERM EVALUATION via the sharing site.

3. If you have not yet identified a client for the evaluation and IEP writing assignment, do so now. The IEP should be written, with your Supervising SLP’s assistance, on the school corporation’s IEP software program (e.g., IIEP).

4. Project your clinical hours for the remaining weeks to ensure that you will meet the minimum requirements.

WEEK SIX
1. Complete and Upload Project One
2. Upload Lesson Plan

WEEK EIGHT
1. Upload Education Evaluation report
2. Upload IEP
3. Supervising SLP to give the Student Clinician a written list of skills that need to be demonstrated at a higher level in order for the student to receive an A or B in the educational externship. Send your University Liaison a copy of the list.

WEEK NINE
1. Schedule a time for your final evaluation conference with the Supervising SLP.

2. Make sure all projects are completed and have been reviewed by the Supervising SLP and Purdue Liaison.

WEEK TEN
1. Return all materials, books, and/or equipment belonging to the Supervising SLP and/or the school corporation.

2. Complete all requirements on sharing site.

SLHS AND OFE REQUIREMENTS MUST BE COMPLETED IN ORDER FOR YOU TO RECEIVE A GRADE FOR YOUR EDUCATION EXTERNSHIPS: SUBMIT ALL FORMS TO YOUR PURDUE LIASION VIA THE SHARING SITE.

1. At least one lesson plan for on-going speech or language therapy session
2. Supervising SLP’s current ASHA certification card and State or DOE licensure card
3. Final Evaluation. It is your responsibilities to have your Supervising SLP sign both of your ASHA log cards.
Frequently Asked Questions
About the Education Externship

Q. Is the Education Externship a requirement for attaining the MS-SLP degree in the Department of Speech, Language, and Hearing Sciences?
A. No, you are not required to complete an Education Externship. The experience is recommended to prepare you for working with school age children with communication disorders, and to help you understand and learn about the professional role of the speech-language pathologist in a school setting. Completion of the Education Externship is required for school licensure in some, but not all, states.

Q. Can I complete my Education Externship in another state?
A. Yes, all that is required is a contract between Purdue and your ed extern's school corporation.

Q. Can I complete my Education Externship back in my hometown?
A. Quite possibly. The university coordinator will contact your hometown special education director to see if any SLPs with their CCCs are available and willing. You should have a backup plan (e.g., another city close to your hometown) in case no one is available.

Q. What are my chances of being placed in the Lafayette area?
A. Only fair. There are always many more students who request being placed in Tippecanoe County than there are available SLPs.

Q. Who gets priority regarding local placements?
A. Priority is given to students who have children, health concerns, and lack of transportation.

Q. For how many course credits of SLHS 64800 should I register?
A. You must register for 6 credits.

Q. Who assigns my final grade?
A. You final grade is assigned by the 64800 teacher of record (Tamar Greenwell).
Attendance Policy

ATTENDANCE IS REQUIRED FOR TEN INSTRUCTIONAL WEEKS.
With permission from the Supervising SLP and the University Liaison.

OFE’s official policy is that all missed days need to be made up; however, the Dept of SLHS is given some flexibility. Generally speaking, you **may** miss one day for a valid reason and if your school slp and SLHS supervisor agree that the day does not need to be made up.

Your first absence is to be reported via email to the Purdue Liaison and noted on the Therpay Hours and Attendance sheet. All subsequent absences should be submitted to the online attendance system. You will indicate within this system how the day will be made up.

Unexcused absences can be made up by:
- extending your externship by additional day(s)
- observing or working with another CCC-SLP over your spring/fall break

I have listed common scenarios which hopefully will answer most questions. Email me if your situation is different.
- **You want to go to ISHA or another conference/workshop.**
  - **Answer:** You may not need to make up day(s) if your absence is pre-approved by your school and university SLPs and if you have not missed more than one other day.
- **You are sick or someone dies in your family.**
  - **Answer:** You do not need to make up day(s) if your absence is approved by your school and university SLPs and if you have not missed many other days.
- **There is a snow day or a planned school vacation such as spring break.**
  - **Answer:** You do not need to make up the day.
- **The school is holding a professional development day for teachers/SLPs.**
  - **Answer:** You need to attend with your SLP or observe or work with another SLP or teacher.
- **You have personal business (e.g., wedding, sick child or family member, taking Praxis, CF interview).**
  - **Answer:** All days must be made up.
- **Your SLP is going to be out of the building (e.g., is sick, has a doctor’s appointment).**
  - **Answer:** It is OK for you to stay and do therapy only if you and she/he are completely comfortable with the idea. Usually Ed Externs don’t do this until about the 6th week or so. Your Supervising SLP needs to consider liability issues and make sure the building principal is ok with the plan. ASHA says that supervisors need to observe 25% of your sessions over the course of your clients’ treatment. ASHA does not say that supervisors need to be onsite. If you or your school slp is not comfortable with you doing therapy while she is out of the office, you may do observations in or out of that building. You may also work (not observe) with another SLP who has her/his CCCs. You can count these hours as clock hours.

**Note:** Observing another therapist or observing in an academic or resource classroom is not considered an absence and does not need to be made-up. The SLP or teacher you observe does not have to have her CCCs.
How does one about getting licensed to work in a school in the state of Indiana?

- For school practice you need 2 licenses
  - 1 license is issued by the IPLA’s SLPA Board
  - 1 license is issued by the IDOE’ Division of Professional Standards

- Step 1: Finish graduate school. I will notify the Purdue College of Education’s Office of Professional Preparation and Licensure (OPPL) that you are a “Program Completer” (i.e., you successfully completed a school methods class and a student teaching experience (i.e., educational externship)).

- Step 2: Get a school job.

- Step 3: Register with ASHA as a Clinical Fellow. ASHA’s website has all the necessary information regarding process and forms.

- Step 4: Register with the Indiana Professional Licensing Agency (IPLA). Mail completed APPLICATION FOR REGISTRATION FOR SPEECH-LANGUAGE PATHOLOGY AND AUDIOLOGY CLINICAL FELLOWSHIP YEAR to the IPLA with:
  - Website: http://www.in.gov/pla/speech.htm
  - $50 fee
  - Photograph taken within 8 weeks of the submission of the application
  - Official transcript issued by Purdue or a letter from Purdue which indicates that all requirements have been completed and the date you will graduate.

  > It is possible to start your job before actually graduating. In such a case, you must submit a letter from Purdue that says that all requirements have been completed and lists the date you will graduate. This replaces the official transcript. Contact Vicki Black if you are in this position. The SLHS Graduate Chair (currently Amanda Seidl, Ph.D.) will sign the letter.

CF Information:

- You may not begin your CF until your IPLA application has been approved and your registration number has been issued.
- The clinical fellowship may not exceed a maximum period of 18 consecutive months. The CF shall consist of 9 months full-time employment or its equivalent. A CF of fewer than 15 hours per week will not fulfill any part of the supervised experience requirement.
- Registered clinical fellows who fail to complete their requirements within the allotted 18 months must apply for a new CFY registration and the experience hours earned during the initial 18-month period will not count toward the requirements for licensure.

- Step 5: Upon completion of your CF, apply for:
  - ASHA certification http://www.asha.org/Certification/SLPCertification.htm
  - IN Speech-Language Pathology license http://wwwla/speech.h.in.gov/ptm
  - IN DOE Original Rules 2002 Communications Disorders (SLP) license http://www.doe.in.gov/licensing
State Licensure Requirements and Contact Information

http://www.asha.org/advocacy/state/

About state contacts and licensure information.

| Alabama    | Hawaii   | Minnesota | Ohio     | Virginia        |
| Alabama    | Hawaii   | Minnesota | Ohio     | Virginia        |
| Alaska     | Idaho    | Mississippi| Oklahoma | Washington      |
| Arizona    | Illinois | Missouri  | Oregon   | West Virginia   |
| Arkansas   | Indiana  | Montana   | Pennsylvania | Wisconsin    |
| California | Iowa     | Nebraska  | Rhode Island | Wyoming    |
| Colorado   | Kansas   | Nevada    | South Carolina |                |
| Connecticut| Kentucky | New Hampshire | South Dakota |        |
| Delaware   | Louisiana| New Jersey| Tennessee |                |
| District of Columbia | Maine | New Mexico | Texas | Overseas        |
| Florida    | Maryland | New York  | Utah     | Association of |
| Georgia    | Massachusetts | North Carolina | Vermont | Communication  |
|            | Michigan | North Dakota |        | Sciences        |
Forms and Document Checklist

The following forms must be completed and submitted to your online folder during your educational externship. It is important that submit them no later than the end of the week indicated. Your final grade cannot be given until all forms have been submitted and reviewed.

**Week One** – Schedule form to be completed and licensure uploaded

1) **Educational Extern Schedule** - to be filled out by Student Clinician.

2) Copy of Cooperating Teacher’s ASHA card (be sure the date is current).

3) Copy of Cooperating Teacher’s IPLA Speech Language Pathology and Audiology Licensure Board card (be sure the date is current).

**Week Four** – Midterm Evaluation Forms:

1. CSCF Feedback Summary Form
2. CSCF Professional Competency Form
3. CSCF School-Based Competency Form
4. Clinical Skills Competency Form

**Week Six:**

1. Project one
2. Lesson Plan

**Week Eight**

1. Education Evaluation Report
2. IEP

**Week Ten:**

1. **Student Clinician**
   - Educational Externship Survey
   - Site Supervisor Survey
   - Project two

2. **Supervising SLP:**
   - External Practicum Sites for Purdue Students: Supervisor and Clinical Population Data (Must complete one form per school).
   - External Practicum-Summary of Client Contact Clock Hours
   - Educational Externship School Information Form
   - Educational Externship School(s) Information Form
   - CSCF Feedback Summary Form
   - CSCF Professional Competency Form
   - CSCF School-Based Competency Form
   - Clinical Skills Competency Form

Student Clinician is responsible for having his/her Cooperating Teacher sign both ASHA log cards. The University Supervisor does not sign them.
Education Extern Schedule  

Semester_____________________

STUDENT INFORMATION:

Name  ______________________________________________________________

Address where you will be living during your educational externship

____________________________________________________________________

Cell Phone __________________________ Email Address _______________________

SUPERVISING SLP INFORMATION:

Name: ________________________________________________________________

Cell Phone __________________________ Email Address _______________________

ASHA certification number: ______________________________________________

State license number: _________________________________________________

School Corporation/COOP (NOT INDIVIDUAL SCHOOLS- LIST THOSE BELOW)

____________________________________________________________________

School Assignments:

1. __________________________ Phone __________________________
2. __________________________ Phone __________________________
3. __________________________ Phone __________________________
4. __________________________ Phone __________________________

Weekly Schedule - list the school’s name(s) and specific hours you are in the building(s):  

Monday AM ________________ PM ________________
Tuesday AM ________________ PM ________________
Wednesday AM ________________ PM ________________
Thursday AM ________________ PM ________________
Friday AM ________________ PM ________________

Fall/Spring Break Dates: ____________________________________________
## External Practicum-Summary of Client Contact Clock Hours

(A=Adult  C=Child  Ev=Evaluation  Tx=Treatment)  See reverse side for instructions.  NAME OF STUDENT

<table>
<thead>
<tr>
<th></th>
<th>Ev Hours</th>
<th>Tx Hours</th>
<th>Name of SLHS external practicum supervisor</th>
<th>First and last name of facility supervisor</th>
<th>ASHA number of facility supervisor</th>
<th>Practicum facility-Name and city</th>
<th>Dates – Month//Year</th>
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<tbody>
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</tbody>
</table>

Cognitive: attention, memory, sequencing, problem-solving, executive functioning

External Practicum Form R 10/03
### External Practicum Sites for Purdue Students:
**Supervisor and Clinical Population Data**
(See reverse side for instructions)

**Name of facility:** ____________________________________________________________
**Semester:** ________________

**Location:** ________________________________________________________________

**Facility Supervisors:** ______________________________________________________
ASHA CCC No. _______________________
____________________________________
ASHA CCC No. _______________________

**Student Clinician:** _________________________________________________________

SLHS external practicum supervisor for this placement: ________________________________________________________________

---

**Average Number of Clients Available per semester at this Facility** **

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Total</th>
<th>Children</th>
<th>Adults</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTICULATION</td>
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<tr>
<td>Evaluation</td>
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<td>Intervention</td>
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<tr>
<td>VOICE &amp; RESONANCE</td>
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<tr>
<td>Evaluation</td>
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<td>Intervention</td>
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<td>FLUENCY</td>
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<tr>
<td>Evaluation</td>
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<td>Intervention</td>
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<tr>
<td>LANGUAGE DISORDERS</td>
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<tr>
<td>(Receptive &amp; Expressive)</td>
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<td>Intervention</td>
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<td>SWALLOWING DISORDERS</td>
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<td>Evaluation</td>
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<td>Intervention</td>
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<tr>
<td>COGNITIVE ASPECTS OF COMMUNICATION</td>
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<tr>
<td>Evaluation</td>
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<td>Intervention</td>
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<tr>
<td>SOCIAL ASPECTS OF COMMUNICATION</td>
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<td>Evaluation</td>
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<td>Intervention</td>
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<tr>
<td>COMMUNICATION MODALITIES</td>
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<td>Intervention</td>
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<tr>
<td>Other (specify)</td>
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</tbody>
</table>

**Age range for adults:** _______-______ yrs., for children: _______-______ yrs.

**Refers to clients available at this facility (not just the ones that a particular Student Clinician works with).**

Cognitive: attention, memory, sequencing, problem-solving, executive functioning
Social aspects: challenging behavior, ineffective social skills, lack of
Educational Externship Survey

Please rate the following:
1 = strongly disagree; 2 = moderately disagree; 3 = agree; 4 = mildly agree; 5 = strongly agree.

1. The school setting provided the opportunity to learn a wide variety of speech-language therapy services.
   1  2  3  4  5

2. The school clinician experience provided opportunities to apply my knowledge of public school documentation and procedural requirements (IEPs, placement conferences, etc.).
   1  2  3  4  5

3. The school clinical experience allowed me to develop an understanding of the role of the speech-language pathologist as a school faculty member.
   1  2  3  4  5

4. The school clinical experience improved my skills for doing group S/L therapy.
   1  2  3  4  5

4. The school clinical experience improved my skills for doing individual therapy S/L therapy.
   1  2  3  4  5

4. The school clinical experience improved my skills for doing push-in S/L therapy.
   1  2  3  4  5
5. The school clinical experience improved my skills for doing articulation therapy.

6. The school clinical experience improved my skills for doing language therapy.

7. The school clinical experience improved my skills for doing voice therapy.

8. The school clinical experience improved my skills for doing fluency therapy.

9. The school clinical experience developed my skills for collaborating with classroom teachers.

10. The school clinical experience has provided me with adequate information for developing therapy activities for school-age children.

11. The school clinical experience has provided me with adequate information to develop materials to use in speech and language therapy.

12. My school supervisor gave me adequate orientation for a smooth transition in service delivery.

13. My school supervisor provided me with necessary information about my school setting(s).

14. My school supervisor gave me supervisory feedback that assisted in development of my skills for doing therapy in the school setting.


16. My school supervisor provided an adequate amount of supervision.
17. My school supervisor made additional assignments that further developed my skills, methods, or preparation for working in a school setting.

1 2 3 4 5

18. My University supervisor conducted telesupervision at least once with both me and my supervisor and was available to me throughout the Education Externship.

1 2 3 4 5

19. My University supervisor was an effective liaison between the University and my school supervisor.

1 2 3 4 5

20. The Education Extern handbook (from the Department of SLHS) included all of the needed information for assignments and timelines.

1 2 3 4
Site Supervisor Survey

Date: ___________________  Course: SLHS 64800 Education Externship

Cooperating Teacher: ___________________________  Extern: _________________________

Please refer to description on next page for categories of feedback.

A. Establishment and maintenance of an effective working relationship.
   Comments:

B. Assisting in the development and implementation of the therapy program.
   Comments:

C. Developing verbal and written communication skills.
   Comments:

D. Evaluation of clinical process.
   Comments:

E. Professionalism.
   Comments:

F. Overall evaluation of supervisor.
   Comments:

G. Would you recommend this site to other graduate clinicians? Please be specific in your feedback concerning strengths and/or weaknesses of the facility.
A. Establishment and maintenance of an effective working relationship:
   1. Clinical responsibilities and expectations (e.g., lesson plan format, due dates, report format, lesson plans, I.E.P.’s, conferences) were developed jointly and communicated clearly during the initial supervisory conferences.
   2. Provided enough on-going, objective feedback to satisfy personal needs regarding clinical skills.
   3. a. Areas of strength were communicated clearly.
      b. Areas of weakness were communicated clearly.
      c. Feasible suggestions/alternatives were provided.
   4. Jointly evaluated and communicated the effectiveness of the clinician-supervisor relationship.
   5. Expressed a willingness to integrate feedback suggested by the clinician.
   6. Encouraged clinician to analyze his/her work to become more independent as the term progressed commensurate with the level of experience with designated population.
   7. Provided opportunities for clinician to communicate suggestions/critiques regarding supervisory process.

B. Assisting in the development and implementation of the therapy program:
   1. Offered guidance in jointly determining effective assessment strategies/tools for each designated population.
   2. Offered guidance in the development of effective goals if requested by clinician and/or deemed necessary by the supervisor.
   3. Discussed and demonstrated basic clinical and counseling techniques when appropriate and/or requested.
   4. Served as a resource person in supplementing theoretical information with practical suggestions regarding clinical activities (e.g., materials, data collection techniques, equipment activities, etc.)
   5. Permitted a variety of therapeutic techniques as well as differing philosophical beliefs within the framework of the student’s experience without jeopardizing the client's performance.

C. Developing verbal and written communication skills:
   1. When possible, the clinician’s individual writing styles were preserved during revisions of written work (e.g., reports, lesson plans, evaluations, etc.)
   2. Offered guidance in presenting both verbal and written information in a logical, concise, and sequential manner if necessary.
   4. Lesson plans were reviewed prior to sessions and returned to clinician in time to make indicated changes.
   5. Written reports were returned to the clinician within a reasonable amount of time.

D. Evaluation of clinical process:
   1. Held sufficient number of conferences with the clinician.
   2. Written/verbal evaluation was given to the clinician.
   3. Observed sufficient number of sessions based on individual need (e.g., level of experience with client population).
   4. Promoted active participation of clinician during supervisor/clinician conferences.
   5. Evaluation was based on clinician’s abilities rather than client’s progress/performance.

E. Professionalism:
   1. Modeled appropriate professional behavior during professional contacts.
   2. Demonstrated punctuality for supervisor/clinician conferences.
   3. Demonstrated ability to work with other professional team members (e.g., level of experience with client, etc.)
   4. a. Diplomatically presented criticism.
      b. Responded tactfully to clinician’s comments.
   5. Diplomatically presented praise to clinicians.
   6. Openly received constructive criticism and modified conduct when appropriate.
   7. Demonstrated objectivity throughout all facets of the clinical process.
### Educational Externship

#### School(s) Information Form

Extern Clinician: __________________________________________

Supervising SLP: __________________________________________

Date: ______________________

**Assignment:**

<table>
<thead>
<tr>
<th>School(s)</th>
<th>Number on Caseload</th>
<th>Age Range</th>
<th>List the Culturally and Linguistically Diverse Populations Served</th>
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</table>

Total Clock Hours: ______________

Not less than 25% of student’s total contact with client was directly and periodically supervised.  Yes______ No______

Supervising SLP’s Signature: ______________________ Date: __________

Extern’s Signature: ___________________________ Date: __________
CLINICAL SKILLS COMPETENCY FORM
FEEDBACK SUMMARY FORM

Educational Extern: _______________________________________________________

Supervising SLP: _______________________________________________________

Mid-term Evaluation Date: ______  Recommended Letter Grade:  ___
Final Evaluation Date: _________  Recommended Letter Grade:  ___

KEY EXPERIENCES:

STRENGTHS/ACCOMPLISHMENTS:

RECOMMENDATIONS FOR FUTURE CLINICAL GROWTH:
# CSCF Professional Competency Form

<table>
<thead>
<tr>
<th>Professional Behavior (V-B; 3d)</th>
<th>Mid-term</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ethical Practice: Conducts all clinical work in accordance with Purdue University Professional Protocol and the Code of Ethics and Scope of Practice in Speech-Language Pathology set forth by the American Speech-Language Hearing Association. (See Graduate Handbook.)</td>
<td></td>
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<tr>
<td>Responsibility: Consistently prepares for and completes clinical services, conferences, and other practicum activities. Uses universal safety precautions whenever necessary.</td>
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<tr>
<td>Punctuality: Completes all clinical practicum responsibilities in a timely manner and follows prescribed clinical procedures for service delivery.</td>
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<tr>
<td>Confidentiality: Protects and maintains confidentiality of clinical information as prescribed by HIPAA guidelines and clinic protocols.</td>
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<tr>
<td>Personal Appearance: Presents professional image through appropriate personal appearance and dress, identification with professional nametag, and professional demeanor.</td>
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<thead>
<tr>
<th>Written Communication Skills (V-A)</th>
<th>Mid-term</th>
<th>Final</th>
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<tbody>
<tr>
<td>Consistently and accurately conveys professional information from coursework, supervisory input, clinical activities and other resources.</td>
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<tr>
<td>Consistently writes information in a clear and organized manner using accurate spelling and grammar.</td>
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<tr>
<td>Consistently and accurately uses professional writing conventions, terminology and style to clearly communicate information in a manner consistent with audience and/or clinical setting.</td>
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</table>

<table>
<thead>
<tr>
<th>Oral /Nonverbal Communication (V-A)</th>
<th>Mid-term</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consistently and accurately uses oral communication that demonstrates speech and language skills in English, which, at a minimum, are consistent with ASHA’s most current position statement on students and professionals who speak English with accents and nonstandard dialects.</td>
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<tr>
<td>Consistently and accurately conveys correct information from coursework, supervisory input, clinical activities and other resources.</td>
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<tr>
<td>Consistently and accurately describes behaviors of client.</td>
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<tr>
<td>Nonverbal language, including but not limited to affect, eye contact, tone, or body language, is consistently appropriate for clinical interactions.</td>
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<tr>
<td>Consistently models appropriate communication in all clinical settings and provide appropriate clarification to clients, family members, or other professionals when needed.</td>
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</tr>
<tr>
<td>Oral and nonverbal communications are appropriate for the cultural, socioeconomic, and semantic needs of the audience.</td>
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<td></td>
</tr>
<tr>
<td>Effectively and promptly communicates with supervisor regarding all aspects of case management.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interacts and communicates in a professional and positive manner with students, peers, school and university personnel, and others. Avoids bias, prejudice, or lack of fairness toward individuals or groups of people.</td>
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</tr>
</tbody>
</table>

**PLEASE INDICATE S= SATISFACTORY OR U = UNSATISFACTORY**
CSCF School-Based Competencies Form

Educational Extern: ________________________________________________

School: ___________________ Subject: Speech Language Pathology

Supervising SLP: ________________________________________________

---

Note: you may indicate "NA" on this form or the CSCF form if the student clinician has not had the opportunity to demonstrate a skill. The Purdue target rating is what is expected at the end of the ten weeks.

A. PROFESSIONAL ATTITUDES
1. Is enthusiastic about the profession. 4
2. Actively communicates with other professionals (e.g., teachers) regarding child’s strengths/challenges, goals and progress, strategies, etc. 4
3. Presents self in an appropriate professional demeanor. 4
4. Provides an appropriate communication model for client/family and other professionals (rate, vocabulary, construction, articulation, tone). 4
5. Understands the importance of school and community information (PR) programs. 4

B. PROFESSIONAL COMPETENCIES
1. Understands scheduling and grouping. 4
2. Correctly evaluates speech sound production. 4
3. Incorporates classroom vocabulary, units, etc. into therapy. 4
4. Makes each child aware of his/her goal(s). 4
5. Encourages self-evaluation by each child. 4
6. Meets child’s needs in a group situation. 4
7. Utilizes the dynamics of a group situation to reinforce each child’s efforts. 4
8. Maintains discipline. 4

0 = Absent: Specific repeated direction does not alter unsatisfactory skills
1 = Taught: Specific repeated direction required
2 = Emerging: Specific direction results in some generalization of skills
3 = Present: General and some specific direction results in competence
4 = Developed: Demonstrates independence but needs some supervisory direction
5 = Exceptional: Takes initiative; displays superior competencies

30
## Clinical Skills Competency Form (CSCF)

<table>
<thead>
<tr>
<th>COMPETENCY/SKILLS</th>
<th>STD. #</th>
<th>PU Target</th>
<th>Mid-term</th>
<th>Final</th>
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</thead>
<tbody>
<tr>
<td><strong>APPROACH TO CLINICAL WORK</strong></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>A. Clinical Perspective</td>
<td></td>
<td>Purdue</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>B. Organizational Skills</td>
<td></td>
<td>Purdue</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>C. Clinical Initiative/Decision-Making</td>
<td></td>
<td>Purdue</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>D. Participation in Supervisory Process</td>
<td></td>
<td>Purdue</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>E. Flexibility in Clinical Practice</td>
<td></td>
<td>Purdue</td>
<td></td>
<td>4</td>
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</table>

<table>
<thead>
<tr>
<th>Evaluation</th>
<th></th>
<th>Mid-term</th>
<th>Final</th>
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</thead>
<tbody>
<tr>
<td>A. Conducts Screening and Prevention Procedures</td>
<td>V-B; 1a</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>B. Collects and Integrates Case History Information</td>
<td>V-B; 1b</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>C. Selects and Implements Evaluation Procedures</td>
<td>V-B; 1c</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>D. Adapts Interviewing and Testing Procedures</td>
<td>V-B; 1d</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>E. Interprets Results and Makes Recommendations</td>
<td>V-B; 1e</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>F. Completes Administrative &amp; Reporting Functions</td>
<td>V-B; 1f</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>G. Makes Appropriate Recommendations &amp; Referrals</td>
<td>V-B; 1g</td>
<td>4</td>
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</table>

<table>
<thead>
<tr>
<th>Intervention</th>
<th></th>
<th>Mid-term</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Develops Intervention Plans</td>
<td>V-B; 2a</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>B. Implements Intervention Plans</td>
<td>V-B; 2b</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>C. Effectively Utilizes Materials &amp; Instrumentation</td>
<td>V-B; 2c</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>D. Measures/evaluates Performance &amp; Progress</td>
<td>V-B; 2d</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>E. Interprets Results and Makes Recommendations</td>
<td>V-B; 2e</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>F. Completes Administrative &amp; Reporting Functions</td>
<td>V-B; 2f</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>G. Identifies Associated Conditions &amp; Makes Referrals</td>
<td>V-B; 2g</td>
<td>3</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>INTERACTION &amp; PERSONAL QUALITIES</th>
<th></th>
<th>Mid-term</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Communicates Effectively w/ Client, Family, etc.</td>
<td>V-B; 3a</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>B. Collaborates with Other Professional</td>
<td>V-B; 3b</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>C. Counsels and Collaborates with Client, Family, etc.</td>
<td>V-B; 3c</td>
<td>4</td>
<td></td>
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</tbody>
</table>

### Overall Rating (add four rating TOTALS)

0 = ABSENT: Specific direction from supervisor does not alter unsatisfactory performance/evaluation skills; Inability to make change.
1 = TAUGHT: Specific repeated direction/demonstration from supervisor required to perform clinical skill and to accurately evaluate self/patient.
2 = EMERGING: Specific supervisory direction results in some generalization and application of knowledge to perform competently and accurately.
3 = PRESENT: General and some specific supervisory direction results in competence and accurate evaluation of self/patient.
4 = DEVELOPED: Demonstrates independence but some supervisory direction needed to perform competently and accurately evaluate self/patient.
5 = EXCEPTIONAL: Demonstrates independence by taking initiative; displays superior competencies and accurately evaluates self/patient.
Approach to Clinical Work

A. Clinical Perspective

- Initiates and accomplishes professional activities related to overall case management
- Demonstrates ability to focus on client’s needs and to modify case management as needed to meet those needs
- Demonstrates clear understanding of assessment, intervention, and case management responsibilities

Comments:________________________________________________________________________________
___________________________________
_______________________________________________________
__________________________________________________________________________________________

Rating for Midterm:                               Rating for Final:                               Expected Rating 4

B. Organizational Skills

- Accomplishes clinical work in an efficient and effective manner
- Thoroughly plans and prepares for all clinical activities to increase competence
- Organizes information within a theoretical perspective that is guided by current research and clinical experience

Comments:________________________________________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________

Rating for Midterm:                               Rating for Final:                               Expected Rating 4

C. Clinical Initiative/Decision-Making

- Demonstrates an active and responsible approach to clinical work
- Seeks and considers alternative interpretations of clinical data, observations, other relevant information
- Seeks and considers alternative approaches for providing effective professional services

Comments:________________________________________________________________________________
__________________________________________________________________________________________

Rating for Midterm:                               Rating for Final:                               Expected Rating 4

D. Participates in the Supervisory Process by:

- Actively participating in own clinical development by recognizing and stating own needs and requesting meaningful feedback
- Positively responding to supervisory feedback by thoughtful consideration of new ideas and information
- Implementing supervisory suggestions to maximize clinical growth and effectiveness
- Initiating discussions of clinically relevant information and issues to facilitate clinical effectiveness
- Demonstrating strategies to analyze and develop own clinical effectiveness including self-observation and analysis of knowledge and skills

Rating for Midterm:                               Rating for Final:                               Expected Rating 4
E. Flexibility in Clinical Practice
- Actively develops a variety of clinical perspectives, models, and strategies
- Demonstrates self-confidence in considering and utilizing a variety of clinical perspectives, models, and strategies
- Demonstrates and applies a range of interaction styles and clinical approaches to provide services appropriate to each client

Comments:__________________________________________________________________________
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Rating for Midterm:                           Rating for Final:

|                             |   | Expected Rating |
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|                             | 4 |                 |

Evaluation Skills

A. Conducts screening and prevention procedures (V-B; 1a).
- Selects/adapts screening procedures appropriate for each individual client
- Effectively administers and accurately scores screening instruments
- Accurately interprets screening results and makes appropriate recommendations

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Rating for Midterm:                           Rating for Final:

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B. Collects and integrates case history information (V-B; 1b).
- Gathers information from clinic file, client, family, caregivers, and professionals
- Thoroughly reads and summarizes information
- Formulates questions to clarify and update information
- Obtains needed information taking into consideration perspectives of client, family, and other agencies

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Rating for Midterm:                           Rating for Final:
C. Selects and implements evaluation procedures (non-standardized tests, behavioral observations, and standardized tests (V-B; 1c).
- Develops comprehensive assessment battery to accomplish clinical purpose
- Selects appropriate standardized tests for individual client
- Plans for and develops non-standardized probes
- Appropriately administers standardized test to obtain representative client performance
- Accurately observes and records relevant communication and other behaviors
- Consistently and accurately scores standardized tests and analyzes results of non-standardized measures

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Rating for Midterm:                               Rating for Final:                             

D. Adapts interviewing and testing procedures to meet individual client needs (V-B; 1d).
- Recognizes need to adapt assessment battery and testing procedures to accommodate needs unique to specific client
- Plans for and implements modifications based on client’s responses and participation
- Actively utilizes a variety of resources to obtain relevant assessment information

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Rating for Midterm:                               Rating for Final:                             

E. Interprets and integrates test results and behavioral observations, synthesizes information gained from all sources, develops diagnostic impressions, and makes recommendations (V-B; 1e).
- Determines validity and appropriateness of information obtained
- Interprets assessment information to determine client’s current functioning
- Compares client performance to peer group
- Determines profile of skills including strengths, difficulties, and error patterns
- Diagnoses communication difficulties and their impact for client and family
- Determines client’s responses to trial teaching procedures
- Considers factors contributing to communication difficulty

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Rating for Midterm:                               Rating for Final:                             

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F. Completes administrative and reporting functions necessary to support evaluation (V-B; 1f).
- Consistently and accurately prepares for evaluation session.
- Organizes formal/informal test results
- Writes a comprehensive and accurate evaluation report that is appropriate to the clinical setting and needs of the client
- Completes a comprehensive written report of assessment results including accurate description of client’s current status, strengths, and needs.
- Completes appropriate billing in a timely manner

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| Expected Rating | 4 |

Rating for Midterm: ___________________________ Rating for Final: ___________________________

G. Makes appropriate recommendations and referrals for clients/patients (V-B; 1g).
- Develops appropriate recommendations for case management including referrals and consultations
- Develops appropriate recommendations for intervention and/or re-evaluations to address client’s needs

Comments: __________________________________________________________________________

| Expected Rating | 4 |

Rating for Midterm: ___________________________ Rating for Final: ___________________________

**Intervention Skills**

A. Develops focused, measurable and achievable treatment plans (V-B; 2a).
- Includes meaningful and measurable long-term and short-term goals
- Selects effective treatment strategies and approaches based on academic and diagnostic information
- Develops treatment plan in coordination with client, family, and relevant others
- Develops thorough lesson plans to support achievement of short-term goals including clinical materials/instrumentation, motivating activities, instructions, and feedback
- Implements suggestions from previous sessions and supervisory conferences

Comments: __________________________________________________________________________

| Expected Rating | 4 |

Rating for Midterm: ___________________________ Rating for Final: ___________________________
B. Implements intervention plans (V-B; 2b).
- Utilizes treatment time to address client communication and other needs
- Applies treatment contexts, approaches, and strategies to foster client progress
- Implements strategies to involve client, family, and relevant others to support communication progress

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C. Effectively utilizes materials and instrumentation for prevention and intervention (V-B; 2c).
- Appropriately uses materials, instrumentation, instructions, prompts, and feedback to facilitate client participation and change
- Recognizes and utilizes spontaneous teaching opportunities to facilitate client progress

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Rating for Midterm: ___________________________ Rating for Final: ___________________________

D. Measures/evaluates client performance and progress (V-B; 2d).
- Accurately observes and records client and clinician behavior
- Analyzes observational data to determine effective and ineffective aspects of treatment
- Periodically monitors client progress through appropriate data collection
- Consults with client, family, and relevant others concerning progress and changing needs of the client

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Rating for Midterm: ___________________________ Rating for Final: ___________________________

E. Modifies intervention plan to meet individual needs of clients (V-B; 2e).
- Modifies treatment procedures, materials, and/or instrumentation within sessions based on client’s response
- Modifies subsequent sessions based upon session analyses and supervisor feedback
- Modifies goals and approaches in response to client progress and changing needs
- Utilizes a variety of resources to gain information concerning approaches to treatment

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Rating for Midterm: ___________________________ Rating for Final: ___________________________
F. Completes administrative and reporting functions necessary to support intervention (V-B; 2f).

- Maintains appropriate and comprehensive clinical records
- Completes appropriate clinical reports in a timely manner
- Writes professional reports characterized by comprehensive and accurate description of the intervention process, client’s status, client’s strengths/needs.
- Completes case management activities necessary to address needs of individual clients, their families, and relevant others

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Rating for Midterm:                               Rating for Final: ____________________________________________

G. Identifies associated conditions and refers clients, their families, and relevant others for additional services as appropriate (V-B; 2g).

- Recognizes associated conditions and/or needs warranting professional attention, such as: audiological, educational, medical, psychological, social, and vocational
- Appropriately refers and supports clients, their families, and relevant others in obtaining appropriate services

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Rating for Midterm:                               Rating for Final: ____________________________________________

Interaction and Personal Qualities

A. Communicates effectively with client, family, caregivers, and relevant others (V-B; 3a).

- Communicates clearly and effectively with client, family, caregivers, and relevant others demonstrating sensitivity to cultural/linguistic backgrounds, preferred modes of communication, and communication status
- Uses communication characterized by:
  o Responsiveness to others
  o Appropriateness of tone/level/demeanor
  o Flexibility in communication strategy and style

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Rating for Midterm:                               Rating for Final: ____________________________________________
B. Collaborates with other professionals in case management (V-B; 3b).
- Gathers and considers information from supervisors and other professionals
- Accurately and clearly describes client’s behavior/communication status, strengths, and needs to supervisors and other professionals.
- Accurately and clearly describes the intervention process
- Makes appropriate decisions based on shared information
- Initiates activities and contributes information that promotes mutual problem solving

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C. Counsels and collaborates with clients, family, caregivers, and relevant others regarding communication and swallowing disorders (V-B; 3c).
- Obtains information from client, family, and relevant others pertinent to case management
- Accurately and clearly explains information regarding client status and needs using appropriate terminology
- Facilitates discussion of attitudes and feelings pertinent to progress
- Effectively uses conventional counseling strategies such as listening and reflecting to facilitate progress
- Engages client, family, and relevant others in problem solving activities to facilitate progress

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