

Clinician: \_\_\_\_\_

Supervisor: \_\_\_\_\_

Semester: \_\_\_\_\_

**Indiana University of Pennsylvania**

**SPEECH – LANGUAGE PATHOLOGY - GRADUATE PRACTICUM CLINICAL RATING SCALE**

*Please assess the development of your student on each competency/performance indicator as an entry level speech-language pathologist using the following scale.*

**SU=superior S=satisfactory NI= Needs improvement NOTA =no opportunity to assess**

**Please evaluate each performance indicator listed below.**

I. The student will demonstrate knowledge fundamental to the practice of Speech-Language Pathology.					
		SU	S	NI	NOTA
The student demonstrates:	A				
A. Skill in oral and written communication sufficient for entry-level professional practice.	B				
B. Knowledge of theories of typical and atypical growth and behavior.	C				
C. Knowledge of basic human communication and swallowing processes.	D				
D. Knowledge of the nature of speech, language, hearing and communication disorders and differences and swallowing disorders.	E				
E. Knowledge of the principles and methods of prevention and assessment and intervention for people with communication and swallowing disorders.	F				
F. Knowledge of standards of ethical conduct.	G				
G. Knowledge of processes used in research and the integration of research principles into evidence-based practice.	H				
H. Knowledge of contemporary professional issues including legal entitlements, array of service options.	I				
I. Knowledge of national, state, and local professional organizations and certification, specialty recognition, licensure, and teacher certification.					
II. The student will demonstrate ability to conduct assessment and evaluation consistent with the age, sex, and sociocultural status of the person and consistent with the professional environment.					
		SU	S	NI	NOTA
The student will demonstrate the ability to:	A				
A. Conduct screening and prevention procedures.	B				
B. Collect case history information and integrate information from clients, family, caregivers, teachers, relevant others, and other professionals.	C				
C. Select and administer appropriate evaluation procedures, such as behavioral observations, nonstandardized and standardized tests, and instrumental procedures.	D				
D. Adapt evaluation procedures to meet clients' needs.	E				
E. Interpret, integrate and synthesize all information to develop diagnoses and make appropriate recommendations for intervention.	F				
F. Complete administrative and reporting functions necessary to support evaluation.	G				
G. Refer clients for appropriate services.					

III. The student will demonstrate the ability to conduct ongoing therapy in a variety of settings for persons of all ages, sex, and sociocultural status, regardless of the nature of the communication or swallowing disorder.

		SU	S	NI	NOTA
<p>The student will demonstrate the ability to:</p> <p>A. Develop setting-appropriate intervention plans with measurable and achievable goals that meet the clients' needs. Collaborate with the clients and relevant others in the planning process.</p> <ol style="list-style-type: none"> <li>1. Communicate goals and rationales for each clinical task.</li> <li>2. Communicate expectations for client performance.</li> <li>3. Identify and adjust clinical strategies to meet client needs.</li> </ol> <p>B. Implement intervention plans. Involve clients and relevant others in the intervention process.</p> <ol style="list-style-type: none"> <li>1. Teach client strategies to achieve target skill or use strategies that assist the client to achieve the target skill.</li> <li>2. Organize tasks in a hierarchy of difficulty.</li> <li>3. Organize session to provide each goal adequate time.</li> </ol> <p>C. Select or develop and use appropriate materials and instrumentation for prevention and intervention.</p> <ol style="list-style-type: none"> <li>1. Select tasks that maximize teaching and learning strategies.</li> </ol> <p>D. Measure and evaluate clients' performance and progress.</p> <ol style="list-style-type: none"> <li>1. Provide feedback to client that is specific to task.</li> <li>2. Provide consistent and accurate feedback.</li> <li>3. Facilitate client independence from clinician feedback when appropriate.</li> <li>4. Use a reward system that doesn't interfere with therapeutic efficiency.</li> </ol> <p>E. Modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of the clients.</p> <p>F. Complete administrative, legal, and reporting functions necessary to support intervention.</p> <p>G. Identify and refer clients for services as appropriate.</p>	A.1				
	A.2				
	A.3				
	B.1				
	B.2				
	B.3				
	C.1				
	D.1				
	D.2				
	D.3				
	D.4				
	E				
	F				
	G				

IV. The student will demonstrate entry-level professional competence by demonstrating the following interaction and personal qualities.

		SU	S	NI	NOTA
<p>The student will:</p> <p>A. Communicate effectively, recognizing the needs, values, preferred mode of communication and cultural/linguistic background of the client, family, caregivers, and relevant others.</p> <p>B. Collaborate with other professionals in case management.</p> <p>C. Provide counseling regarding communication and swallowing disorders to the clients, family, caregivers and relevant others.</p> <p>D. Adhere to professional Codes of Ethics including the Pennsylvania's Code of Professional Practice and Conduct for Educators and the ASHA Code of Ethics and behave professionally.</p>	A				
	B				
	C				
	D				