



Speech Language Pathology Program

Signature Assignment for CD 669

Self-Managed Assessment of Knowledge and Skills (SMAKS)

Student Learning Outcome(s) Assessed:

SLO #1: Candidates can implement accurate and appropriate listening and oral communication skills with clients, client's families, clinical supervisors, and with the use of interpreters.

SLO #2: Candidates can write professional clinical reports, research papers, and documentation using organized structure and accurate content.

SLO #3: Candidates can effectively counsel clients with different backgrounds and needs demonstrating respect, privacy, and the client's best interests

SLO #4: Candidates can administer and interpret appropriate measures to diagnose communication disorders

SLO #5: Candidates can write and implement clear and effective intervention plans, with measurable and achievable goals

Description of the Signature Assignment

This SMAKS assessment is used by SLP to assess candidate fulfillment of ASHA standards. Specific SLOs are assessed through components of the SMAKS below, starting on page 16. Clinical supervisors complete the ratings of clinical performance.

Directions for Students

In order to fulfill requirements for the ASHA Certificate of Clinical Competence (CCC), students must maintain this record of their progress in achieving the knowledge and skills that this program expects all students to master by the time of their graduation. It is important to update this record and obtain the needed signatures in order to document progress every semester. A copy of the completed record must be kept by the student and must reside in the student's file as a requirement for graduation. Students are responsible for safekeeping of their files.

SELF-MANAGED ASSESSMENT OF KNOWLEDGE AND SKILLS (CSULB-SMAKS)

Department of Communicative Disorders
California State University, Long Beach
M.A. Program in Speech-Language Pathology

Note: This SMAKS assessment is used by SLP to assess candidate fulfillment of ASHA standards. Specific SLOs are assessed through components of the SMAKS below, starting on page 16 .

Name: _____

In order to fulfill requirements for the ASHA Certificate of Clinical Competence (CCC), students must maintain this record of their progress in achieving the knowledge and skills that this program expects all students to master by the time of their graduation. It is important to update this record and obtain the needed signatures in order to document progress every semester. A copy of the completed record must be kept by the student and must reside in the student's file as a requirement for graduation. Students are responsible for safekeeping of their files.

KNOWLEDGE OUTCOMES

Standard III-A The applicant must demonstrate knowledge of the principles of biological sciences, physical sciences, mathematics, and the social/ behavioral sciences.

Official transcript in student's file in the department office includes at least three semester hours of credit at the college level (non-remedial) in **each** of the following:

1. Biological sciences

Course Title: _____ Semester: _____

2. Physical sciences

Course Title: _____ Semester: _____

3. Social/behavioral sciences

Course Title: _____ Semester: _____

4. Mathematics (including statistics)

Course Title: _____ Semester: _____

Standard III-B The applicant must demonstrate knowledge of basic human communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases.

BIOLOGICAL BASIS

Course in which this content is taught:

CD 261 _____, Instructor. Semester: _____

Student describes anatomy & physiology of:	Course	Minimal/ Not begun	Emerging	Approaches Standard	Meets Standard
Speech & non-speech breathing	261				
Phonation	261				
Articulation & resonance	261				
Hearing, including the outer, middle, and inner ear	261				
Swallow, including oral & pharyngeal phases	261				

NEUROLOGICAL BASIS

Course in which this content is taught:

CD 481B _____, Instructor. Semester: _____

CD 261 _____, Instructor. Semester: _____

Student describes:	Course	Minimal/ Not begun	Emerging	Approaches Standard	Meets Standard
Major CNS & PNS structures & functions	481B				
Functions of cranial nerves involved in speech, balance, hearing, & swallowing	261				
Information derived from major neuro-imaging techniques	481B				
Signal transmission in the CNS & PNS	481B				
Auditory pathways & processes in the CNS	261				

ACOUSTIC BASIS

Course in which this content is taught:

CD 330 _____, Instructor. Semester: _____

Student will be able to:	Course	Minimal/ Not begun	Emerging	Approaches Standard	Meets Standard
Explain source-filter model of speech production	330				
Describe acoustic cues for perception of speech sounds	330				
Describe transmission of sound waves through air	330				
Define parameters of sound waves (frequency, amplitude, phase, wavelength)	330				
Explain measurement of sound intensity using the dB scale	330				
Explain psychoacoustic properties of sound & related measurements	330				

PSYCHOLOGICAL BASIS

Courses in which this content is taught:

- CD 329 _____, Instructor. Semester: _____
- CD 481B _____, Instructor. Semester: _____
- CD 489 _____, Instructor. Semester: _____

Student describes:	Course	Minimal/ Not begun	Emerging	Approaches Standard	Meets Standard
Basic neurological functions related to attention, memory, & learning.	481B				
Theories of learning & behavior	329				
Varieties of learning & interaction styles across individuals, age groups & cultures	489				

DEVELOPMENTAL BASIS

Courses in which this content is taught:

- CD 440 _____, Instructor. Semester: _____
- CD 329 _____, Instructor. Semester: _____
- CD 477 _____, Instructor. Semester: _____

Student describes/summarizes:	Course	Minimal/ Not begun	Emerging	Approaches Standard	Meets Standard
Changes in speech across the lifespan	329				
Changes in swallowing across the lifespan	477				
Changes in hearing across the lifespan	440				
Development of written & oral language from infancy through adolescence	329				
Prominent theories of language acquisition	329				
Stages & processes of cognitive development	329				
Key features of bilingual/2 nd language development	329				

LINGUISTIC BASIS

Courses in which this content is taught:

CD 271 _____, Instructor. Semester: _____

CD 329 _____, Instructor. Semester: _____

Student is able to:	Course	Minimal/ Not begun	Emerging	Approaches Standard	Meets Standard
Transcribe normal speech using IPA (sentence length)	271				
Define phonological rules & identify phonological processes in normal speech	271				
Identify the major components of language	329				
Perform basic morphological & syntactic analysis	329				

CULTURAL BASIS

Courses in which this content is taught:

CD 460 _____, Instructor. Semester: _____

Student is able to:	Course	Minimal/ Not begun	Emerging	Approaches Standard	Meets Standard
Differentiate between speech differences & disorders	460				
Differentiate between language differences & disorders	460				
Describe key cultural variables that influence communication.	460				

Standard III-C The applicant must demonstrate knowledge of the nature of speech, language, hearing, and communication disorders and differences and swallowing disorders, including the etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates.

And

Standard III-D The applicant must possess knowledge of the principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates of the disorder.

Specific knowledge must be demonstrated in the following areas:

ARTICULATION

Courses in which this content is taught:

CD 456 _____, Instructor. Semester: _____
 CD 483 _____, Instructor. Semester: _____
 CD 669A _____, Instructor. Semester: _____

Student is able to:	Course	Minimal/ Not begun	Emerging	Approaches Standard	Meets Standard
Select common standardized & non-standardized assessments to identify artic. & phonological disorders	483				
Distinguish between articulation & phonological disorders	456				
Design appropriate treatment plans for common articulation & phonological disorders	669A				
Identify characteristics of major dysarthria types, apraxia of speech, and develop. apraxia	466				
Select common standardized & non-standardized assessments to diagnose dysarthria & apraxia	466				
Design appropriate treatment plans for clients with dysarthria & apraxia	466				

FLUENCY

Courses in which this content is taught:

CD 466 _____, Instructor. Semester: _____

CD 666 _____, Instructor. Semester: _____

CD 669F _____, Instructor. Semester: _____

Student is able to:	Course	Minimal/ Not begun	Emerging	Approaches Standard	Meets Standard
Describe major theories of stuttering	466				
Identify key characteristics of stuttering	466				
Contrast stuttering and normal non-fluency in young children	466				
Demonstrate knowledge of common fluency assessment procedures	669F				
Evaluate treatment approaches for child & adult stutterers	666				

VOICE AND RESONANCE, INCLUDING RESPIRATION AND PHONATION

Courses in which this content is taught:

CD 476 _____, Instructor. Semester: _____

CD 669F _____, Instructor. Semester: _____

Other _____, Instructor. Semester: _____

Student is able to:	Course	Minimal/ Not begun	Emerging	Approaches Standard	Meets Standard
Identify common voice and resonance disorders	476				
Perform low technology assessment of voice, resonance, and respiration	476				
Evaluate high technology assessment of phonation including videostroboscopy	476				
Implement intervention for common voice disorders consistent with current standards of care	669F				

RECEPTIVE AND EXPRESSIVE LANGUAGE IN SPEAKING, LISTENING, READING, WRITING, AND MANUAL MODALITIES

Courses in which this content is taught:

CD 481A _____, Instructor. Semester: _____
 CD 481B _____, Instructor. Semester: _____
 CD 669B _____, Instructor. Semester: _____
 CD 669C _____, Instructor. Semester: _____
 CD 669J _____, Instructor. Semester: _____

For disorders of developing language, Student is able to:	Course	Minimal/Not begun	Emerging	Approaches Standard	Meets Standard
Describe common patterns & related factors	481A				
Select and interpret appropriate diagnostic procedures for autism spectrum disorders	669B				
Select and interpret appropriate diagnostic procedures for common disorders	669C				
Implement appropriate treatment plans for common disorders	669C				

For disorders of acquired language (aphasia, TBI, dementia, R hem. syndrome) Student is able to:	Course	Minimal/Not begun	Emerging	Approaches Standard	Meets Standard
Describe symptoms and differentiate among aphasia, TBI, dementia, R hem. & normal aging	481B				
Select & interpret appropriate diagnostic procedures for common acquired disorders	669J				
Implement appropriate treatment plans for common acquired disorders	669J				

HEARING, INCLUDING THE IMPACT ON SPEECH AND LANGUAGE

Courses in which this content is taught:

CD 373 _____, Instructor. Semester: _____

CD 431 _____, Instructor. Semester: _____

CD 440 _____, Instructor. Semester: _____

Student is able to:	Course	Minimal/ Not begun	Emerging	Approaches Standard	Meets Standard
Describe common disorders of outer, middle, & inner ear & auditory nervous system	373				
Explain effect of severity and onset of hearing loss on speech & language skills	440				
Perform screening assessment of hearing	373				
Identify current amplification techniques & assistive devices for hearing loss	440				
Explain current issues & scope of practice regarding central auditory processing disorders	431				

SWALLOWING

Courses in which this content is taught:

CD 666 _____, Instructor. Semester: _____

CD 466 _____, Instructor. Semester: _____

Student is able to:	Course	Minimal/ Not begun	Emerging	Approaches Standard	Meets Standard
Identify oral, pharyngeal, & esophageal swallow deficits throughout the lifespan	466				
Interpret major features in videofluorographic evaluation of swallow	466				
Describe current high technology approaches to the assessment of swallow, including FEES	466				
Evaluate appropriate intervention for common oral & pharyngeal swallow disorders	466				
Evaluate current issues related to oral myofunctional treatment	666				

COGNITIVE ASPECTS OF COMMUNICATION

Courses in which this content is taught:

CD 661 _____, Instructor. Semester: _____

CD 669J _____, Instructor. Semester: _____

Student is able to:	Course	Minimal/ Not begun	Emerging	Approaches Standard	Meets Standard
Describe relation of deficits in attention, memory, & higher cognitive skills to comm. skills	661				
Select and interpret appropriate diagnostic procedures to assess cognitive skills related to communication	669J				
Implement modifications of treatment approaches based on client's cognitive abilities	669J				

SOCIAL ASPECTS OF COMMUNICATION

Courses in which this content is taught:

CD 481A _____, Instructor Semester: _____

CD 669L _____, Instructor Semester: _____

CD 667 _____, Instructor Semester: _____

Student is able to:	Course	Minimal/ Not begun	Emerging	Approaches Standard	Meets Standard
Describe techniques to elicit & support appropriate behaviors in clinic, home, and school situations	481A				
Evaluate methods to facilitate social skills for communication & maximize communication opportunities	481A				
Describe techniques to elicit & support appropriate behaviors in clinic, home, and school situations for individuals with autism spectrum disorders	667				
Evaluate methods to facilitate social skills for communication & maximize communication opportunities for individuals with autism spectrum disorders	667				
Implement appropriate social interaction guidelines for clients of diverse cultural backgrounds	669L				

COMMUNICATION MODALITIES INCLUDING ORAL, MANUAL, & AAC/ASSISTIVE TECHNOLOGIES

Courses in which this content is taught:

CD 472 _____, Instructor. Semester: _____

CD 460 _____, Instructor. Semester: _____

Student is able to:	Course	Minimal/ Not begun	Emerging	Approaches Standard	Meets Standard
Describe best communication modality and appropriate communication supports for children & adults in treatment settings	472				
Describe methods of manual communication	472				
Describe appropriate use of interpreters when dealing with Deaf clients and caregivers	460				
Describe appropriate low & high technology AAC strategies for children & adults	472				
Design low technology AAC devices to support treatment goals for children or adults	472				

Standard III-E The applicant must demonstrate knowledge of standards of ethical conduct.

Course in which this content is taught:

CD 696 _____, Instructor. Semester: _____

Student is able to:	Course	Minimal/ Not begun	Emerging	Approaches Standard	Meets Standard
Evaluate the purpose of the ASHA Code of Ethics and provide accurate interpretations for hypothetical situations	696				

Standard III-F The applicant must demonstrate knowledge of processes used in research and the integration of research principles into evidence-based clinical practice.

Course in which this content is taught:

CD 696 _____, Instructor. Semester: _____

Student is able to:	Course	Minimal/ Not begun	Emerging	Approaches Standard	Meets Standard
Independently access appropriate research literature	696				
Critically evaluate research literature	696				
Describe various techniques for measuring the effectiveness of manipulation of independent variables	696				
Apply research literature to assessment and treatment practice across a variety of disorders & age groups	696				
Apply appropriate measures of assessment and treatment effectiveness across a variety of disorders	696				

Standard III-G The applicant must demonstrate knowledge of contemporary professional issues.

Courses in which this content is taught:

CD 670 _____, Instructor. Semester: _____

CD 686A _____, Instructor. Semester: _____

Student will:	Course	Minimal/ Not begun	Emerging	Approaches Standard	Meets Standard
Submit a portfolio containing current information on a wide range of professional issues, including policies, practices, & guidelines	670 or 686A				

Standard III-H The applicant must demonstrate knowledge about certification, specialty recognition, licensure, and other relevant professional credentials .

Courses in which this content is taught: (Instructor's signature indicates mastery of the material at the level covered in that course.)

CD 670 or _____, Instructor. Semester: _____

CD 686A _____, Instructor. Semester: _____

Student will:	Course	Minimal/ Not begun	Emerging	Approaches Standard	Meets Standard
Submit a portfolio containing relevant documentation for professional credentials (state, national, and specialty recognition)	670 or 686A				

SKILLS OUTCOME

Standard IV-A The applicant must complete a curriculum of academic and clinical education that follows an appropriate sequence of learning sufficient to achieve the skills outcomes in Standard IV-G.

PURPOSE:

ASHA Competency Rating:

The purpose of this portion of the SMAKS form is to ensure that the competencies associated with clinical skills have been achieved with **minimum competency levels** by the time the student completes his/her last on-campus clinic. All competencies should be rated using the following performance levels (with associated 0 - 4.0 point scale). The student will be deemed to have met the minimum requirements if by completion of the final on-campus clinic he/she obtains an average score across all clinics of 3.0 or above. An average score of 2.9 or below will be deemed to have NOT met the minimal competencies for the ASHA CCC clinical skills outcomes.

Clinic Grade:

The section of the SMAKS form also serves as a uniform grading system for clinic performance, across all on-campus clinics. At the end of each on-campus clinic, the student is to be rated by his/her Clinic Supervisor on each of the following 23 clinic competencies. Clinic Supervisors will use the performance levels listed below (with the associated 0 - 4.0 points scale). An average competency score is to be derived from these points, with a maximum of 92 points possible (23 competencies worth 4 points each). This average competency score is to count towards 25% of the student total score/grade for each on-campus clinic.

INSTRUCTIONS:

Clinic Supervisor:

At the end of the student's clinical experience, the student should be rated given the following performance levels (and associated 0-4.0 points scale). "Independent" and "Adequate with Support" are deemed to be passing for any given competency. "Emerging" and "Minimal/Not Begun" are deemed to be not passing for any given competency. The student's average competency score across all competencies should be calculated and recorded in the corresponding box. A total of 92 points is possible (23 competencies worth 4 points each). The student's total score on this form must correspond to 25% of the student's total grade for each clinic. Remaining points to be distributed as follows: (a) Written Assessment Summary - 25%; (b) Written Semester Therapy Plan - 25%; (c) Written Semester Progress Report - 25%. At the end of each clinic this form should be reviewed with the student and recommendations for future improvement given. Please note that there are 6 total on-campus clinics. When completing this form for any given clinic, Clinic Supervisors should record information for the clinic number next in succession. Clinic information pertaining to the name of the clinic and the Clinic Supervisor is then recorded under that clinic number on the final page of this form.

Student:

You are responsible for retaining this form and submitting it to your clinic supervisor at the **beginning** of each on-campus clinic. At the end of each clinic the Clinic Supervisor will return this form to you with competency levels recorded given performance in that clinic. He/she will also submit a copy to be filed in your permanent student file. However, you are responsible for retaining the ORIGINAL form for your records. This form should be placed in a safe, but easily accessible location for future reference. Although your Clinic Supervisors will meet with you to discuss your performance in each clinic and make recommendations for future improvement, you are ultimately responsible for monitoring your clinical performance in order to ensure that by the end of your last on-campus clinic you have achieved the minimum competency requirements for the ASHA CCC (as stated above). You should be continuously seeking the assistance and guidance of both your Clinic Supervisors and your advisor in working towards obtaining minimum performance levels on these competencies.

Scoring Rubric:

Independent (I) = 4.0 points

Skill demonstration meets standards and student is independent in performance of a desired skill. Student demonstrates clear and consistent knowledge and demonstration of the desired skill. Minimal-to-no assistance from the instructor is required. Interactions with the instructor relative to this skill are collaborative only, without direct instructor assistance/guidance required.

Adequate with Support (AS): 3.0 points

Skill demonstration approaches standard and is adequate with instructor support. Student evidences knowledge of and *consistent* demonstration of a desired skill, but independence without instructor assistance/guidance is not evident. Intermittent assistance/guidance from the instructor is required.

Emerging (E): 2.0 points

Skill development is emerging. Student evidences *some* knowledge of and *intermittent* ability to demonstrate a desired skill; however, consistent demonstration and clear knowledge is not evident. Additional instruction/guidance from the instructor is required. 1:1 demonstration from the instructor is not required.

Minimal/Not Begun (MNB): 1.0 points

Skill development is minimal or not begun. Student demonstrates minimal knowledge of –or- ability to demonstrate a desired skill (with significant instructor support). Student requires consistent instructor assistance/guidance AND 1:1 demonstration in skill development.

	Clinic #1	Clinic #2	Clinic #3	Clinic #4	Clinic #5	Clinic #6	Clinic #7
CLINIC NAME / SEMESTER / YEAR							
ASHA CCC Standard IV-B: Oral Language (SLO 1)							
Uses language that is appropriate for the audience <input type="checkbox"/> Modifies oral language to level that is understandable to patients/family							
Uses language that is accurate and provides concise information <input type="checkbox"/> Clearly explains concepts, rationale and procedures to patient/families/supervisors							
Communicates using spoken English consistent with ASHA's position on nonstandard dialects and accents							
Uses language at an equivalent standard when appropriate or when working with an interpreter <input type="checkbox"/> Modifies oral language level so that it is understandable and can be accurately interpreted <input type="checkbox"/> Modifies pace of oral language to ensure accurate and efficient interpretation							
Attends and responds appropriately to oral language <input type="checkbox"/> Listens carefully to clients/families/supervisors							

	Clinic #1	Clinic #2	Clinic #3	Clinic #4	Clinic #5	Clinic #6	Clinic #7
CLINIC NAME / SEMESTER / YEAR							
ASHA CCC Standard IV-B: Written Language (SLO 2)							
Uses written language that is appropriate for the audience <ul style="list-style-type: none"> <input type="checkbox"/> Written style is consistent with setting standard <ul style="list-style-type: none"> o Written language is appropriate for audience/implied reader <input type="checkbox"/> Written language is grammatically correct, without spelling or punctuation errors 							
Uses correct elements of written style <ul style="list-style-type: none"> <input type="checkbox"/> WRITTEN LANGUAGE PRESENTATION <ul style="list-style-type: none"> o Main claims and statements are clear o Organization is purposeful, effective and appropriate o Sentence form and word choice are varied and appropriate 							
Uses accurate and concise information <ul style="list-style-type: none"> <input type="checkbox"/> WRITTEN LANGUAGE CONTENT/THINKING <ul style="list-style-type: none"> o Written content is clear and accurate, with connections between and among ideas and statements o Analysis, synthesis and interpretation are effective and accurate o Evidence is accurately and effectively documented o Findings and statements are accurately and effectively supported o Alternative perspectives are carefully considered and represented o Independent thinking, creativity and originality are evident 							
Diagnostic Report <ul style="list-style-type: none"> <input type="checkbox"/> Collected (check box if this student's progress is being followed) <ul style="list-style-type: none"> o Number of drafts _____ o Record grade of each draft in appropriate box to the right (i.e., the clinic in which you supervised the student) 							

	Clinic #1	Clinic #2	Clinic #3	Clinic #4	Clinic #5	Clinic #6	Clinic #7
CLINIC NAME / SEMESTER / YEAR							
ASHA CCC Standard IV-G: Interaction and Personal Qualities (SLO 3)							
<p>Communicates effectively, recognizing the needs, values, preferred mode of communication and cultural/linguistic background of the client and relevant others</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates through actions that client's best interest is first priority <input type="checkbox"/> Treats all people with respect <input type="checkbox"/> Safeguards confidentiality 							
<p>Provides counseling regarding communication and swallowing disorders to clients and relevant others</p> <ul style="list-style-type: none"> <input type="checkbox"/> Listens carefully to clients/families <input type="checkbox"/> Facilitates communication between others when appropriate <input type="checkbox"/> Modifies oral and written language as needed to facilitate understanding of content <input type="checkbox"/> Requests resources as needed to ensure that accurate and consistent counseling is provided 							

	Clinic #1	Clinic #2	Clinic #3	Clinic #4	Clinic #5	Clinic #6	Clinic #7
CLINIC NAME / SEMESTER / YEAR							
ASHA CCC Standard IV-G: Evaluation (SLO 4)							
Conducts screening and prevention procedures <ul style="list-style-type: none"> <input type="checkbox"/> Follows stated screening protocols (purpose and administration) <input type="checkbox"/> Interprets and conveys results of screenings accurately 							
Collects case history information and integrates information from clients relevant others and professionals <ul style="list-style-type: none"> <input type="checkbox"/> Conducts thorough chart review and social history <input type="checkbox"/> Contacts relevant sources (given patient authorization) to obtain additional information as needed 							
Selects and administers appropriate evaluation procedures <ul style="list-style-type: none"> <input type="checkbox"/> Selects appropriate diagnostic materials/plan <input type="checkbox"/> Administers tests accurately <input type="checkbox"/> Scores tests accurately 							
Adapts evaluation procedures to meet the client's needs <ul style="list-style-type: none"> <input type="checkbox"/> Incorporates informal and formal measures 							
Interprets, integrates and synthesizes all information to develop diagnosis and make appropriate intervention recommendations <ul style="list-style-type: none"> <input type="checkbox"/> Interprets results accurately <input type="checkbox"/> Writes valid recommendations 							
Completes administrative and reporting functions necessary to support evaluations <ul style="list-style-type: none"> <input type="checkbox"/> Is dependable with regular attendance <input type="checkbox"/> Analyzes established clinical procedures and modifies as needed <input type="checkbox"/> Careful planning results in adequate preparation <input type="checkbox"/> Recommends referral of clients as appropriate 							

	Clinic #1	Clinic #2	Clinic #3	Clinic #4	Clinic #5	Clinic #6	Clinic #7
CLINIC NAME / SEMESTER / YEAR							
ASHA CCC Standard IV-G: Intervention (SLO 5)							
Develops setting-appropriate intervention plans with measurable and achievable goals that meet the client's needs <ul style="list-style-type: none"> <input type="checkbox"/> Writes short and long term goals that are valid, objective and measurable <input type="checkbox"/> Uses goal format consistent with setting standards 							
Implements intervention plans, involving the client and relevant others in the intervention process <ul style="list-style-type: none"> <input type="checkbox"/> Treatment plans are clearly related to goals <input type="checkbox"/> Uses effective reinforcement and motivational techniques <input type="checkbox"/> Provides accurate and immediate feedback to the client <input type="checkbox"/> Pacing is appropriate (neither too slow or too fast) <input type="checkbox"/> Conducts group/individual sessions efficiently with confidence 							
Measures and evaluates each client's performance and progress <ul style="list-style-type: none"> <input type="checkbox"/> Uses systematic and accurate record keeping for tracking of the client's daily progress 							
Modifies intervention plans, strategies, materials or instruments as appropriate to meet the client's needs <ul style="list-style-type: none"> <input type="checkbox"/> Reviews client's performance each session and modifies plan as needed <input type="checkbox"/> Changes task difficulty in response to client feedback <input type="checkbox"/> Materials are appropriate for task and client's level and interests <input type="checkbox"/> Is flexible in communication and therapy style in order to increase client participation 							
Completes administrative and reporting functions necessary to support evaluations <ul style="list-style-type: none"> <input type="checkbox"/> Is dependable with regular attendance <input type="checkbox"/> Follows/analyzes established clinical procedures and modifies as needed <input type="checkbox"/> Careful planning results in adequate preparation <input type="checkbox"/> Recommends referral of clients as appropriate 							
CLINIC TOTAL <i>Clinic Supervisors please record the average points achieved by the student in your clinic in the space provided to the right. NOTE: There is a total of 92 points possible. This is given 23 competencies Xs a maximum of 4 possible points per competency.</i>							

Clinic Supervisor Signature/Comments:	
Clinic #1:	Date:
Signature:	
COMMENTS: _____ _____ _____ _____	
Clinic Supervisor Signature/Comments:	
Clinic #2:	Date:
Signature:	
COMMENTS: _____ _____ _____ _____	
Clinic Supervisor Signature/Comment:	
Clinic #3:	Date:
Signature:	
COMMENTS: _____ _____ _____ _____	
Clinic Supervisor Signature/Comments:	
Clinic #4:	Date:
Signature:	
COMMENTS: _____ _____ _____ _____	

Clinic Supervisor Signature/Comments:	
Clinic #5:	Date:
Signature:	
COMMENTS: _____ _____ _____	
Clinic Supervisor Signature/Comments:	
Clinic #6:	Date:
Signature:	
COMMENTS: _____ _____ _____	
Clinic Supervisor Signature/Comments:	
Clinic #7:	Date:
Signature:	
COMMENTS: _____ _____ _____	

Standard IV-C The applicant for certification in speech-language pathology must complete a minimum of 400 clock hours of supervised clinical experience in the practice of speech-language pathology. Twenty-five hours must be spent in clinical observation, and 375 hours must be spent in direct client/patient contact.

You must obtain a form, signed by Dr. Madding, instructor in CD 489, showing that a minimum of 25 hours of clinical observation have been completed. Also, you must ensure that a signed copy of all your clock hour forms and summary sheets, showing completion of all clock hour categories, is in your file in the SHS office.

Signed observation hours form is in student's file: _____ Date: _____
Program Director

Clock hours forms & summary are in student's file: _____ Date: _____
Program Director

Standard IV-D At least 325 of the 400 clock hours must be completed while the applicant is engaged in graduate study in a program accredited in speech-language pathology by the Council on Accreditation in Audiology and Speech-Language Pathology.

If you have completed any clock hours of direct client contact in another program as an undergraduate, you must ensure that a signed (by an ASHA certified supervisor) copy of documentation for those hours is in your student file in the SHS office. A maximum of 50 of those hours can be applied to the 400 clock hour requirement.

Undergraduate hours documentation is in student's file: _____ Date: _____
Program Director

Standard IV-E Supervision must be provided by individuals who hold the Certificate of Clinical Competence in the appropriate area of practice. The amount of supervision must be appropriate to the student's level of knowledge, experience, and competence. Supervision must be sufficient to ensure the welfare of the client/patient.

You may check the certification status of your supervisors on the ASHA website at <http://professional.asha.org/community/>. The clinic director can help you to ascertain that all of your supervisors are currently certified. If you ever feel that the supervision you are receiving is insufficient or improper in any way, please discuss this right away with your supervisor, the clinic director, or the department chairperson. Subsequent to that process, if you still feel that appropriate standards are not being followed, you may also submit a complaint to the ASHA Council on Academic Accreditation (CAA) at <http://professional.asha.org/academic/complaint.cfm>, telephone: 301-897-5700, 10801 Rockville Pike, Rockville, MD 20852.

Standard IV-F Supervised practicum must include experience with client/patient populations across the lifespan and from culturally/linguistically diverse backgrounds. Practicum must include experience with client/patient populations with various types and severities of communication and/or related disorders, differences, and disabilities.

In order to gain a sufficient range of experiences, students often complete far more than the minimum of 400 clock hours. Your clock hour summary sheets provide a record of the populations with which you have gained experience. You must ensure that a copy of your clock hour summary sheet is updated each semester that you are enrolled in the graduate program and a copy is placed in your student folder in the department office by the fourth week of the subsequent semester.

A copy of my current accumulated clock hours is in my student folder:

CD 669A: _____, Department Chair Date: _____
CD 669B: _____, Department Chair Date: _____
CD 669C: _____, Department Chair Date: _____
CD 669 F: _____, Department Chair Date: _____
CD 669G: _____, Department Chair Date: _____
CD 669H: _____, Department Chair Date: _____
CD 669J : _____, Department Chair Date: _____
CD 669L : _____, Department Chair Date: _____
OTHER : _____, Department Chair Date: _____
FINAL : _____, Department Chair Date: _____

Standard V-A The applicant must meet the educational program’s requirements for demonstrating satisfactory performance through periodic assessment of knowledge and skills.

Please retain documentation of your performance and progress in the program, including examination scores, projects, written assignments, practicum evaluation forms, grade sheets, and so on.

Standard V-B The applicant must pass the national examination adopted by ASHA for purposes of certification in speech-language pathology.

NTE Praxis **Date of Examination** _____ **Score** _____

Official score report is in student’s file: _____ Date: _____

Program Director