**COMPETENCY RATING FORMS**

cid:image001.png@01D35328.D8157B00The University of Texas at El Paso

**Speech-Language Pathology Program**

**Speech, Language and Hearing Clinic**

**CLINICAL SKILLS AND KNOWLEDGE BASED COMPETENCIES**

**Graduate student Name: Semester: Site(s):**

**Clinical Supervisor: ASHA #:**

**Midterm Date: Hours to Date: Final Date: Hours to Date:**

**Pass/Fail**

**Clinical performance (70% of final grade)** will be rated **PASS/FAIL** according to individually based experiences (i.e. number of hours earned, client variables, and parameters) as per the following scale:

* 1. **Pass Criteria for Clinical Performance =** No more than 1 Core Competency below expectation or 2 below in any Core Competency or Knowledge Based Competency.
  2. **Fail** = 2 or more Core Competency skills below expectation or 3 below expected levels in any Core Competency or Knowledge Based Competency.

**Expected Levels:**

**Performance Level** 1-2 2+ 2+ 2+ 2+ 2+ 2+

**Levels of Independence** 1-2 3 4 5 6 7 8-9

**Clinical Hours** 0-10 11-30 31-50 51-70 71-90 91-100+ 100+

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| **Core Clinical Competencies** | | **Knowledge Based Competencies** | |
| **Planning** | **Diagnostic** | **Speech Sound Disorders** | **Aural Habilitation/Rehabilitation** |
| **Implementation** | **Diversity, Equity, and Inclusion** | **Voice** | **AAC** |
| **Record Keeping** |  | **Fluency** |  |
| **Professional** | **Language** |
| **Writing** | **Neurogenic** |
| **Oral** | **Dysphagia** |

**Student Signature Midterm: Supervisor Signature Midterm:**

**Student Signature Final: Supervisor Signature Final:**

***Directions:***

***Students***

1. *Locate the STUDENT section for each competency. Each competency will include subsections labeled “Midterm” and “Final.” Your ratings will be completed under the STUDENT section only.*
2. *Determine your current LEVEL OF INDEPENDENCE (LOI) based off your current number of hours. Example- 35 hours= LOI, 5. (Table B)*
3. *Performance Level (PL) will depend on personal reflection of your performance. (Table A) Students should aim for a minimum PL of 2. Your LOI should be at the expected level depending on the number of hours obtain.*
4. *Rate all Core Competencies and relevant Knowledge Based Competencies (both PL and LOI).*
5. *Ratings below or above expectation will depend on your personal reflection of your performance.*

***Supervisors***

1. *Locate the SUPERVISOR section for each competency. Each competency will include subsections labeled “Midterm” and “Final.” Your ratings will be completed under the SUPERVISOR section only.*
2. *Determine the student’s current LEVEL OF INDEPENDENCE (LOI) based off their current number of hours. Example- 35 hours= LOI, 5. (Table B)*
3. *Performance Level (PL) will depend on the student’s performance for each skill. (Table A) A minimum PL of 2 is expected. The LOI is dependent on your determined supervisory input and should always take into consideration the clinician’s number of hours obtained.*
4. *Insert the “Overall Rating” for both PL and LOI for all Core Competencies and relevant Knowledge Based Competencies.*
5. *You DO NOT need to rate each individual description UNLESS skills fall below or above expected levels of performance, as a justification for the rating.*
6. *For final only- “Was this competency met?” Check “YES” or “NO.”*

Table A: Graduate Student Performance Levels:

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| --- | --- |
| **Performance Levels (PL)** |  |
| 0 | Failing, unsatisfactory performance. |
| 1 | Inconsistent performance. |
| 2 | Consistently performs well. |
| 3 | Consistently performs above expectation. |

Table B: Graduate Student Expected Levels of Independence:

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| **Hours** | **Levels of Independence (LOI)** | **Description** |
| 0-10 | 1,2 | Maximum Supervisory Input- Needs supervision with specific, detailed clarification via demonstration (i.e., role play with client or with supervisor), repetition of instruction, and/or verbal/written feedback. Supervisory input may or may not alter behavior. |
| 11-30 | 3 | Maximum-Moderate Supervisory Input- Needs supervision with specific clarification via demonstration (i.e., role play with client or with supervisor), repetition of instruction, and/or verbal/written feedback. Supervisory input changes behavior. |
| 31-50 | 4 | Moderate Supervisory Input-- Needs supervision with specific to general clarification via demonstration (i.e., role play with client or with supervisor), repetition of instruction, and/or verbal/written feedback. Supervisory input changes behavior. |
| 51-70 | 5 | Moderate-Minimum Supervisory Input- Needs supervision with general clarification via verbal and/or written feedback. Supervisory input changes behavior |
| 71-90 | 6 | Minimum Supervisory Input-50%+ independent. Needs supervision via limited verbal and/or written feedback. Supervisory input changes behavior |
| 91-100+ | 7 | 70% Independent- Via limited guidance, the student can be led to problem solve. May seek general direction/clarification from supervisor. |
| 100+ | 8 | 80% Independent- Student operates independently via consultation with supervisor. May seek general direction/clarification. |
| 100+ | 9 | 90%+ Independent- Student operates independently via consultation with supervisor. May seek general direction/clarification.  *Graduate student will achieve full independence (100%) after successful completion of CFY and obtaining CCC.* |

**Core Competencies**

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| **Planning Competency** | Student | | | | Supervisor | | | |  |
| Midterm | | Final | | Midterm | | Final | | Was this competency met? |
| PL | LOI | PL | LOI | PL | LOI | PL | LOI |  |
| Students to rate each competency separately | | | | Overall Rating | | | | Yes  No |
|  |  |  |  | Comments: |
| **The student plans for diagnostic and treatment procedures by identifying relevant/important background and history.**   * Reviews client file and/or any available intake information. * Identifies possible target parameter or area of concern. * Plans for cultural and/or linguistic factors that may impact clinical procedures. |  |  |  |  |  |  |  |  |
| **The student plans and creates diagnostic and treatment plans according to the scientific method and Evidence-Based Practice (EBP).**   * Follows the EBP Process as outlined by ASHA:   Step 1: Frame a Clinical Questions  Step 2: Gather evidence  Step 3: Assess the Evidence  Step 4: Make a Clinical Decision   * Explains and defends rationale for procedures (references, external evidence, client needs, etc.) * Plans antecedent, behaviors, consequences (ABCs). * Creates individualized plans. |  |  |  |  |  |  |  |  |
| **The student plans behaviors according to a single-subject design (multiple baseline, changing criterion, alternating, simultaneous, etc.).**   * Plans and designs a SSD. * Selects and plan behaviors to baseline (including previously target behaviors and new behaviors). |  |  |  |  |  |  |  |  |
| **The student plans for and creates treatment plans/plan of care:**   * Creates sequential objectives/ goals. * Creates SMARTER goals. * Creates objective/goals appropriate for clients (age, parameter, setting, etc.) * Selects appropriate service delivery model. * Appropriate for diverse populations to ensure equity and inclusion. |  |  |  |  |  |  |  |  |
| **The student plans for diagnostic and treatment procedures by selecting and arranging materials and environment appropriate for client age and objectives/goals.**   * Gathers material appropriate for age, goal, and parameter. * Organizes * Arranges material appropriate for the environment/setting. |  |  |  |  |  |  |  |  |
| **The student plans for appropriate and individualized reinforcement types and schedules contingent upon client behavior.**   * Explains and defends rationale for chosen type and schedule. * Types and schedules are age appropriate. * Plans for necessary material. |  |  |  |  |  |  |  |  |
| **The student plans for and creates communication plans for contact with clients, teachers, and other professionals.**   * Plans initial contact to obtain and exchange relevant/important information. * Plans to ensure client understanding of general clinical setting guidelines. * Plans conferences with parents, teachers, and other professionals. |  |  |  |  |  |  |  |  |
| **The student plans appropriate and individualized home programs.**   * Develops content for home programs. * Plans for method of measurement of program objectives. * Plans to explain home programs with specific instructions to the client and/or caregiver |  |  |  |  |  |  |  |  |
| **GROUP** | | | | | | | | |  |
| **The student plans for groups (clients/students) for shared intervention.**   * Age, parameter, and client/student schedule taken into consideration. |  |  |  |  |  |  |  |  |  |

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| **Implementation**  **Competency** | Student | | | | Supervisor | | | |  |
| Midterm | | Final | | Midterm | | Final | | Was this competency met? |
| PL | LOI | PL | LOI | PL | LOI | PL | LOI |  |
| Students to rate each competency separately | | | | Overall Rating | | | | Yes  No |
|  |  |  |  | Comments: |
| **The student effectively gathers relevant/important background information and completes thorough case histories.**   * Documents available demographic and background information * Identifies referral source and primary problem. * Identifies and summarizes available relevant/important background and medical history. * Identifies cultural and/or linguistic factors that may impact clinical procedures. |  |  |  |  |  |  |  |  |
| **The student gathers baseline effectively.**   * Limits reinforcements. |  |  |  |  |  |  |  |  |
| **The students controls the delivery of antecedents/ stimuli.**   * Antecedent results in target behavioral response. * Changes antecedent to maximize response. |  |  |  |  |  |  |  |  |
| **The student records/tracks behavioral responses accurately and effectively**.   * Uses data tracking sheets or other system for tracking responses. * Tracks consistently and accurately. |  |  |  |  |  |  |  |  |
| **The students delivers treatment hierarchy effectively.**   * Completes a teaching phase to obtain maximum understanding of target behavior/response. * Corrects errors systematically. * Scaffolds behaviors accordingly. * Creates opportunities that incorporate gradual changes in length and complexity. * Instructs clients appropriately using terminology and examples they understand. |  |  |  |  |  |  |  |  |
| **The student tracks the progress of SSD and/or treatment plan by:**   * Appropriately obtaining baseline by establishing a level of stable behavior. * Utilizing data to determine progression to the next goal. * Probes for maintenance of previously met goals. * Graphs data according to SSD. |  |  |  |  |  |  |  |  |
| **The student organizes time spent in session and follows the treatment plan efficiently.** |  |  |  |  |  |  |  |  |
| **Implements an appropriate behavioral management system.**   * Effectively increases/decreases a desired/undesired behavior. * Redirects the client appropriately. * Creates and implements a reinforcement schedule as needed. |  |  |  |  |  |  |  |  |
| **The student successfully executes communication plans for contact with clients, teachers, and other professionals.** |  |  |  |  |  |  |  |  |  |
| **The student successfully executes individualized home programs.** |  |  |  |  |  |  |  |  |
| **GROUP** | | | | | | | | |  |
| **The student executes plan for groups (clients/students) for shared intervention.**   * Age, parameter, and client/student schedule taken into consideration. |  |  |  |  |  |  |  |  |  |
| **The student tracks performance of individual group members.** |  |  |  |  |  |  |  |  |  |
| **The student manages motivation, resistance, and behavioral issues across individuals in a group setting.** |  |  |  |  |  |  |  |  |  |

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| **Record Keeping**  **Competency** | Student | | | | Supervisor | | | |  |
| Midterm | | Final | | Midterm | | Final | | Was this competency met? |
| PL | LOI | PL | LOI | PL | LOI | PL | LOI |  |
| Students to rate each competency separately | | | | Overall Rating | | | | Yes  No |
|  |  |  |  | Comments: |
| **The student submits documentation in a timely manner.**   * To include but not limited to SOAPs, reports, progress notes, etc. |  |  |  |  |  |  |  |  |
| **The student maintains/updates client folders/files.**   * To include electronic and physical charts. |  |  |  |  |  |  |  |  |
| **The student maintains student academic/clinical documentation.**   * To include weekly hour logs, supervisor sign-offs, etc. |  |  |  |  |  |  |  |  |

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| **Professional**  **Competency** | Student | | | | Supervisor | | | |  |
| Midterm | | Final | | Midterm | | Final | | Was this competency met? |
| PL | LOI | PL | LOI | PL | LOI | PL | LOI |  |
| Students to rate each competency separately | | | | Overall Rating | | | | Yes  No |
|  |  |  |  | Comments: |
| **The student communicates and executes professional responsibilities with clients, supervisors, peers, and other professionals.**   * Demonstrates punctuality and timeliness. * Informs all necessary parties of absences/tardiness. * Meets all professional timelines (documentation, meetings, sessions, etc.). * Attends required professional/educational meetings/events. |  |  |  |  |  |  |  |  |
| **The student demonstrates professional ethics and behavior.**   * Abides by all ASHA Code of Ethics. * Maintains professional dress. * Maintains confidentiality of clients in all settings and abides by HIPPA regulations. * Maintains and takes care of clinical material (instrumentation, PPE, toys, elicitation material, diagnostic material, etc.). * Practices standard precautions. |  |  |  |  |  |  |  |  |
| **The student demonstrates appropriate interpersonal skills when interacting with client/parents/family, supervisors, peers, and other professionals.**   * Uses appropriate register dependent on audience. * Uses appropriate body language in all professional/educational settings. |  |  |  |  |  |  |  |  |

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| **Writing**  **Competency** | Student | | | | Supervisor | | | |  |
| Midterm | | Final | | Midterm | | Final | | Was this competency met? |
| PL | LOI | PL | LOI | PL | LOI | PL | LOI |  |
| Students to rate each competency separately | | | | Overall Rating | | | | Yes  No |
|  |  |  |  | Comments: |
| **The student creates well-written products (SOAPs, reports, correspondence, etc).**   * Written texts are well organized. * Written text are free from typos and grammatical errors. * Written in the appropriate format for the professional/academic requirement. |  |  |  |  |  |  |  |  |
| **The student effectively writes across a variety of academic and professional topics and settings.**   * To include but not limited to:   + Emails.   + Clinical documentation.   + All other written requirements for professional and academic settings. |  |  |  |  |  |  |  |  |
| **The student uses appropriate terminology contingent upon the audience.**   * Uses clinical/professional terminology appropriately. * Uses nonprofessional’s terminology as needed. |  |  |  |  |  |  |  |  |
| **The student uses APA style when writing reports/papers appropriately.** |  |  |  |  |  |  |  |  |

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| **Oral**  **Competency** | Student | | | | Supervisor | | | |  |
| Midterm | | Final | | Midterm | | Final | | Was this competency met? |
| PL | LOI | PL | LOI | PL | LOI | PL | LOI |  |
| Students to rate each competency separately | | | | Overall Rating | | | | Yes  No |
|  |  |  |  | Comments: |
| **The student demonstrates intelligible and appropriate speech when speaking across all settings (in clinical sessions, presentations, etc.):**   * Appropriate pronunciations. * Appropriate loudness. * Appropriate intonational patterns. * Reduced use of insertions (“um,” “you know,” “uh”)   Appropriate rate of speech. |  |  |  |  |  |  |  |  |
| **The student’s oral presentations (in clinical sessions, meetings, presentations, and any other professional/academic interaction) are well organized.**   * Speaks within an assigned time.   Transitions between topics/sections effectively. |  |  |  |  |  |  |  |  |
| **The student uses appropriate terminology contingent upon the audience.**   * Uses clinical/professional terminology appropriately. * Uses nonprofessional’s terminology as needed.   Provides appropriate examples as needed. |  |  |  |  |  |  |  |  |
| **The student demonstrates appropriate pragmatic behavior.**  Such as eye contact, physical framing, listening, facial and physical expression, etc. |  |  |  |  |  |  |  |  |
| **The student demonstrates appropriate use of English syntax and grammatical rules in all settings and audiences.** |  |  |  |  |  |  |  |  |

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| **Diagnostic**  **Competency** | Student | | | | Supervisor | | | |  |
| Midterm | | Final | | Midterm | | Final | | Was this competency met? |
| PL | LOI | PL | LOI | PL | LOI | PL | LOI |  |
| Students to rate each competency separately | | | | Overall Rating | | | | Yes  No |
|  |  |  |  | Comments: |
| **The student appropriately completes pre-assessment procedures:**   * Plans for diagnostic procedures according to client age, parameter, and any intake information already provided. * Chooses tools, testing material, tests and other instrumentation appropriate for client age and parameter. * Takes all variables into consideration prior to diagnostic/screening procedures (cultural, language, etc.). |  |  |  |  |  |  |  |  |
| **The student effectively gathers relevant/important background information and completes thorough case histories.**   * Documents available demographic and background information. * Identifies referral source and primary problem. * Identifies and summarizes available relevant/important background and medical history. * Identifies cultural and/or linguistic factors that may impact clinical procedures. |  |  |  |  |  |  |  |  |
| **The student administers standardized tests appropriately.**   * Administers tests according to manual instructions. * Instructs client appropriately. * Obtains correct basal and ceiling. * Appropriately converts raw scores to standard scores, percentile ranks, etc. |  |  |  |  |  |  |  |  |
| **The student effectively completes standard clinical testing procedures, such as:**   * Oral facial mechanism exams * DDK * Pure tone hearing screenings * Otoscopic examination * Other (dependent on clinical setting) |  |  |  |  |  |  |  |  |
| **The student effectively completes other non-standardized and/or informal diagnostic procedures (i.e., Parent/Teacher/Self-Report Measures, play samples, etc.) to complete testing.** |  |  |  |  |  |  |  |  |
| **The student differentially diagnoses communication disorders.**   * Differentiates between language differences and disorders. * Identifies key indicators for diagnosis. |  |  |  |  |  |  |  |  |
| **The student effectively writes diagnostic reports that are appropriate for the target clinical setting. (See Writing Competency for guidance)** |  |  |  |  |  |  |  |  |
| **The student appropriately interprets results to clients, caregivers, and other professionals.**   * Uses appropriate terminology. * Highlights areas of strength. * Explains areas of concern. * Identifies needs for follow-up and/or referrals. |  |  |  |  |  |  |  |  |
| **The student actively participates in Diagnostic and/or ARD staffing when appropriate.**   * Provides results and recommendations. * Answers questions. |  |  |  |  |  |  |  |  |  |

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| **Diversity, Equity,**  **and Inclusion**  **Competency** | Student | | | | Supervisor | | | |  |
| Midterm | | Final | | Midterm | | Final | | Was this competency met? |
| PL | LOI | PL | LOI | PL | LOI | PL | LOI |  |
| Students to rate each competency separately | | | | Overall Rating | | | | Yes  No |
|  |  |  |  | Comments: |
| **The student makes clinical decisions consistent with the current evidence on etiologies, assessment and prevalence of communication disorders in culturally and linguistically diverse populations.** |  |  |  |  |  |  |  |  |
| **The student recognizes cultural factors that affect the delivery of speech-language services:**   * Recognizes cultural biases that may influence clinical service delivery (self and client). * Conducts service delivery in a non-discriminatory fashion regardless of race, ethnicity, sex, gender identity/gender expression, sexual orientation, age, religion, national origin, disability, culture, language or dialect. |  |  |  |  |  |  |  |  |
| **The student differentiates between communication differences and disorders.** |  |  |  |  |  |  |  |  |
| **The student follows professional and ethical standards when using collaborators (interpreters, transliterators, or translators):**   * The student speaks directly to the client/patient (including eye contact). * The student reviews assessment or treatment procedures with collaborators prior to and after the session. |  |  |  |  |  |  |  |  |

**Knowledge Based Competencies**

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| **Speech Sound Disorders Competency** | Student | | | | Supervisor | | | |  |
| Midterm | | Final | | Midterm | | Final | | Was this competency met? |
| PL | LOI | PL | LOI | PL | LOI | PL | LOI |  |
| Students to rate each competency separately | | | | Overall Rating | | | | Yes  No |
|  |  |  |  | Comments: |
| **ARTICULATION AND PHONOLOGY** | | | | | | | | |
| **The student differentiates between articulation and phonological disorders.** |  |  |  |  |  |  |  |  |
| **The student effectively uses traditional and/or cognitive-linguistic approaches in the treatment of speech sound disorders.** |  |  |  |  |  |  |  |  |
| **The student follows hierarchical sequences in treating speech sound disorders:**   * Elicits a new phonetic-articulatory behavior. * Treats to generalization phonetic-articulatory behaviors. * Probes for maintenance of phonetic-articulatory behaviors. |  |  |  |  |  |  |  |  |
| **MOTOR SPEECH** | | | | | | | | |
| **The student differentiates between apraxia and dysarthria from articulation and phonological disorders.** |  |  |  |  |  |  |  |  |
| **The student effectively uses motor programming, linguistic, and/or rhythmic approaches (i.e., MIT) in the treatment of apraxia of speech.** |  |  |  |  |  |  |  |  |
| **The student effectively uses restorative and/or compensatory approaches in the treatment of dysarthria.**   * Targets speech intelligibility, prosody and naturalness, and efficiency. * Targets comprehensibility and/or use of AAC. |  |  |  |  |  |  |  |  |  |

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| **Voice**  **Competency** | Student | | | | Supervisor | | | |  |
| Midterm | | Final | | Midterm | | Final | | Was this competency met? |
| PL | LOI | PL | LOI | PL | LOI | PL | LOI |  |
| Students to rate each competency separately | | | | Overall Rating | | | | Yes☐  No☐ |
|  |  |  |  | Comments: |
| **The student effectively describes and defines voice and resonance:**   * Including respiration and phonation. |  |  |  |  |  |  |  |  |
| **The student effectively makes differential judgements of the following:**   * Fundamental Frequency- Pitch * Intensity-Loudness * Quality- Roughness, breathiness, strain * Resonance- normal, hypernasility, hyponasality, cul-de-sac, etc. * Phonation * Velopharyngeal competence. |  |  |  |  |  |  |  |  |
| **The student appropriately classifies voice disorders from organic, functional, and or elective services (i.e., gender affirming services).**   * Obtain clearance from ENT to proceed w/ treatment. |  |  |  |  |  |  |  |  |
| **The student uses clinical instrumentation appropriately, such as:**   * CSL, Visipitch, laryngeal imaging, and other acoustic and visual tools (i.e., PRAAT). |  |  |  |  |  |  |  |  |
| **The student effectively identifies the need for direct and/or indirect therapeutic voice plans:**   * Direct- uses approaches that manipulate voice-producing mechanisms (phonation, respirations, musculoskeletal). * Indirect- Modification of cognitive, behavioral, psychological, and physical environments (i.e., patient education, counseling). |  |  |  |  |  |  |  |  |
| **The students effectively explains and executes physiological and symptomatic voice therapy techniques/programs:**   * Physiological: Accent method, CTT, Cup Bubble/lax vox, EMST, LSVT, Manual Circumlaryngeal techniques, PhoRTE, resonant voice therapy, stretch and flow phonation, VFEs * Symptomatic: Amplification, auditory masking, biofeedback, chant speech, confidential voice, glottal fry, inhalation phonation, SOVT, straw phonation, posture, relaxation, Twang Therapy, yawn-sigh, |  |  |  |  |  |  |  |  |  |

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| **Fluency**  **Competency** | Student | | | | Supervisor | | | |  |
| Midterm | | Final | | Midterm | | Final | | Was this competency met? |
| PL | LOI | PL | LOI | PL | LOI | PL | LOI |  |
| Students to rate each competency separately | | | | Overall Rating | | | | Yes☐  No☐ |
|  |  |  |  | Comments: |
| **The student differentiates between typical dysfluencies and atypical dysfluencies (stuttering and/or cluttering).** |  |  |  |  |  |  |  |  |
| **The student effectively uses indirect approaches for young children**:   * Counsels the client/family/guardian on establishing an environment conducive to fluency development. |  |  |  |  |  |  |  |  |
| **The student effectively uses direct and/or indirect approaches for school aged children, adolescents, and adults:**   * Counsels the client/family/guardian/school personnel and/or others on establishing an environment conducive to fluent speech. * Speech modification (fluency shaping), stuttering modification, and integrated approaches. * Models fluency strategies such as easy, relaxed speech, cancellations, pullouts, preparatory sets, voluntary stuttering, continuous phonation, and negative practice exercises. * Addresses the affective and cognitive aspects of the stuttering and/or cluttering disorder |  |  |  |  |  |  |  |  |
| **The student understands that the social impact of stuttering is independent from the severity of the disorder.**   * Example- A mild stuttering disorder may have a greater negative impact in the client’s social communication than a severe stuttering disorder, which may not have negative impacts in the client’s social communication. |  |  |  |  |  |  |  |  |  |

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| **Language**  **Competency** | Student | | | | Supervisor | | | |  |
| Midterm | | Final | | Midterm | | Final | | Was this competency met? |
| PL | LOI | PL | LOI | PL | LOI | PL | LOI |  |
| Students to rate each competency separately | | | | Overall Rating | | | | Yes  No |
|  |  |  |  | Comments: |
| **PRIMARY LANGUAGE DISORDERS** | | | | | | | | |
| **The student effectively describes language development across all parameters.**   * Phonology, Morphology, Semantics, Syntax, and Pragmatics. * Oral and written skills. |  |  |  |  |  |  |  |  |
| **The student differentiates developmental language disorders:**   * Specific Language Impairment, Late Language Emergence, Developmental Language Disorder, and Expressive/Receptive Language Disorders. * Across modalities (written, spoken, sign, AAC). |  |  |  |  |  |  |  |  |
| **The student effectively uses indirect and/or direct treatment approaches for target parameter/s.**   * Appropriately selects family-centered, child-centered, and/or clinician-centered approaches. * Uses language intervention strategies appropriately (i.e., modeling, scaffolding, extensions, expansions, recasts, etc.). * Uses literacy, narrative or expository intervention. |  |  |  |  |  |  |  |  |
| **SECONDARY LANGUAGE DISORDERS** | | | | | | | | |
| **The student uses knowledge of the primary diagnosis in the treatment of secondary language disorders:**   * Student identifies the language impacts of ASD, genetic disorders, neurological disorders, aphasia, TBI, etc. |  |  |  |  |  |  |  |  |
| **The student effectively uses treatment approaches for selected language parameters.**   * Phonology, Morphology, Semantics, Syntax, and Pragmatics. * Across modalities (written, spoken, sign, and AAC) * Uses direct and indirect approaches as needed. |  |  |  |  |  |  |  |  |

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| **Neurogenic**  **Competency** | Student | | | | Supervisor | | | |  |
| Midterm | | Final | | Midterm | | Final | | Was this competency met? |
| PL | LOI | PL | LOI | PL | LOI | PL | LOI |  |
| Students to rate each competency separately | | | | Overall Rating | | | | Yes  No |
|  |  |  |  | Comments: |
| **The student differentially diagnoses neurogenic communication disorders.**   * Aphasia types, dementia, TBI, and right hemisphere damage, etc. |  |  |  |  |  |  |  |  |
| **The student identifies site of lesion and the possible impact on communication and/or swallowing disorders.** |  |  |  |  |  |  |  |  |
| **The student effectively uses restorative and/or compensatory approaches in the treatment of aphasia for the following:**   * Word finding difficulties, reading, writing, etc. |  |  |  |  |  |  |  |  |
| **The student provides cognitive rehabilitation therapy in the following:**   * Problem solving, memory, attention, perception, learning, planning and judgement. |  |  |  |  |  |  |  |  |
| **The student counsels client/patient family members by providing:**   * Written materials from appropriate community agencies. * Informs families of community support groups. |  |  |  |  |  |  |  |  |

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| **Dysphagia**  **Competency** | Student | | | | Supervisor | | | |  |
| Midterm | | Final | | Midterm | | Final | | Was this competency met? |
| PL | LOI | PL | LOI | PL | LOI | PL | LOI |  |
| Students to rate each competency separately | | | | Overall Rating | | | | Yes  No |
|  |  |  |  | Comments: |
| **The student describes the phases of swallowing.** |  |  |  |  |  |  |  |  |
| **The student completes appropriate assessment procedures for dysphagia (screenings, bedside, MBSS, FEES, etc).**   * Identifies anatomical landmarks during assessment. |  |  |  |  |  |  |  |  |
| **The student identifies signs of penetration/aspiration.** |  |  |  |  |  |  |  |  |
| **The student uses various treatment techniques for oral, pharyngeal, and esophageal dysphagia.**   * Biofeedback, diet modifications, electrical stimulations, maneuvers, swallowing exercises, postural techniques, etc. |  |  |  |  |  |  |  |  |
| **The student counsels patient/parent/family members in the following:**   * Diet modification * Positioning during and after feeding. * Other feeding modifications. |  |  |  |  |  |  |  |  |

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| **Aural Habilitation/Rehab**  **Competency** | Student | | | | Supervisor | | | |  |
| Midterm | | Final | | Midterm | | Final | | Was this competency met? |
| PL | LOI | PL | LOI | PL | LOI | PL | LOI |  |
| Students to rate each competency separately | | | | Overall Rating | | | | Yes  No |
|  |  |  |  | Comments: |
| **The student interprets audiometric data provided by the audiologist.** |  |  |  |  |  |  |  |  |
| **The student describes the auditory pathway.**   * Acoustic, mechanical, chemical, and electrical. |  |  |  |  |  |  |  |  |
| **The student explains assistive listening devices to the client/family/guardian**.   * Availability, sources, and operation of device. |  |  |  |  |  |  |  |  |
| **The student performs auditory/visual inspections of the client’s amplification system before treatment implementation:**   * Listening checks, visual inspection of device, Ling 6 sound test. |  |  |  |  |  |  |  |  |
| **The student implements an aural habilitation or aural rehabilitation intervention program that focuses on:**   * Sound identification, sound productions, and sound interpretation. * Recognizes need for alternative means of communication. |  |  |  |  |  |  |  |  |
| **The student counsels individuals and/or families regarding the management of hearing impairment and resulting communicative disorders.**   * Provides support group information. * Other available resources. |  |  |  |  |  |  |  |  |

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| **Augmentative Alternative Communication**  **Competency** | Student | | | | Supervisor | | | |  |
| Midterm | | Final | | Midterm | | Final | | Was this competency met? |
| PL | LOI | PL | LOI | PL | LOI | PL | LOI |  |
| Students to rate each competency separately | | | | Overall Rating | | | | Yes  No |
|  |  |  |  | Comments: |
| **The student completes a capabilities assessment of the following skills to determine appropriate AAC:**   * Cognitive abilities * Linguistic abilities * Literacy skills * Physical abilities |  |  |  |  |  |  |  |  |
| **The student identifies the need for aided vs non-aided forms appropriately:**   * No tech- signs, fingerspelling, etc. * Low tech- objects, pictures, etc. * Hi-tech devices-computers, tablets, SGD, etc. |  |  |  |  |  |  |  |  |
| **The student creates a program to address communicative needs:**   * Appropriate vocabulary, symbols, applications, categories, etc. |  |  |  |  |  |  |  |  |
| **The student trains clients in the operation of an AAC device to obtain linguistic, operational, and social competence.** |  |  |  |  |  |  |  |  |