**COMPETENCY RATING FORMS**

The 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+

|  |  |
| --- | --- |
| **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:

|  |  |
| --- | --- |
| **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:

|  |  |  |
| --- | --- | --- |
| **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**

|  |  |  |  |
| --- | --- | --- | --- |
| **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 QuestionsStep 2: Gather evidenceStep 3: Assess the EvidenceStep 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.
 |  |  |  |  |  |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **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.
 |  |  |  |  |  |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **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.
 |  |  |  |  |  |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **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.**  |  |  |  |  |  |  |  |  |