

**Department of Speech-Language-Hearing Sciences
University of Minnesota**

**STUDENT PERFORMANCE REVIEW
Speech-Language Pathology Clinical Practicum**

Student Name _____

School Term/Year _____ Practicum Site _____

Supervisor Name _____

Supervisor ASHA Certification Number _____

Midterm evaluation:

Supervisor Signature _____ Date: _____

Student signature _____ Date: _____

Final evaluation:

Supervisor Signature _____ Date: _____

Student signature _____ Date: _____

Recommended Grade (S or N) _____

SUPERVISION CONTINUUM

The competency statements described below have been designed to monitor and evaluate students' clinical performance. Refer to the descriptors for each rating on the supervision continuum to assess progress at midterm and final evaluations.

CONSISTENT (CON)

Student skill/competency is well-developed and consistent; student requires supervisory guidance/consultation only.

PRESENT (PRES)

Student skill/competency is present, but needs refinement; student requires frequent supervisory monitoring.

EMERGING (EMER)

Student skill/competency is beginning to develop; student requires frequent supervisory instruction.

ABSENT (ABS)

Student skill/competency is not evident; student requires constant supervisory modeling and intervention.

NOT APPLICABLE or NOT OBSERVED (NA/NO)

Goal Setting

We encourage students and supervisors to identify practicum goals for the semester. Goals may reflect areas of identified need for the student, potential skills or experiences relevant to the practicum site, performance standards set by the supervising clinician, or a combination. Goals should be written down in the early weeks of practicum, to be assessed periodically throughout the practicum period.

Goal 1

Assessed how:

Goal achieved:

	ABS	EMER	PRES	CON
Midterm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Goal 2

Assessed how:

Goal achieved:

	ABS	EMER	PRES	CON
Midterm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Goal 3

Assessed how:

Goal achieved:

	ABS	EMER	PRES	CON
Midterm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Goal 4

Assessed how:

Goal achieved:

	ABS	EMER	PRES	CON
Midterm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Goal 5

Assessed how:

Goal achieved:

	ABS	EMER	PRES	CON
Midterm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Evaluation Skills

Rate each item below on the competency continuum: ABS EMER PRES CON

1.	Administers, scores, and documents screening instruments accurately.	ABS	EMER	PRES	CON	NA/NO
	Midterm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Familiarizes self with available information regarding the client and disorder.	ABS	EMER	PRES	CON	NA/NO
	Midterm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Uses interview techniques appropriately to elicit relevant information.	ABS	EMER	PRES	CON	NA/NO
	Midterm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	Selects appropriate assessment tools.	ABS	EMER	PRES	CON	NA/NO
	Midterm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	Performs accurate and thorough evaluation of the oral mechanism.	ABS	EMER	PRES	CON	NA/NO
	Midterm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	Administers tests according to standardized procedures and records diagnostically significant behavior accurately.	ABS	EMER	PRES	CON	NA/NO
	Midterm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	Scores and interprets standardized assessments appropriately.	ABS	EMER	PRES	CON	NA/NO
	Midterm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	Designs, administers, and interprets nonstandardized observations and assessments.	ABS	EMER	PRES	CON	NA/NO
	Midterm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.	Modifies testing procedures to accommodate special needs unique to specific clients (e.g., ESL, sign, nonverbal, etc.).	ABS	EMER	PRES	CON	NA/NO
	Midterm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.	Identifies client's verbal and nonverbal cues (e.g., fatigue, on-off time, etc.)	ABS	EMER	PRES	CON	NA/NO
	Midterm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.	Uses appropriate verbal and nonverbal reinforcers effectively.	ABS	EMER	PRES	CON	NA/NO
	Midterm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.	Makes recommendations leading to appropriate case management, including referrals.	ABS	EMER	PRES	CON	NA/NO
	Midterm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Tests administered in this setting:

1. _____
2. _____
3. _____
4. _____

Comments:

Instrumentation and Sensory Aids

Rate each item below on the competency continuum: ABS EMER PRES CON

1. Checks client's assistive communication devices (including hearing aids) and/or clinical instrumentation to verify proper functioning.

	ABS	EMER	PRES	CON	NA/NO
Midterm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Uses instrumentation and records data accurately to measure speech/voice/swallowing function.

	ABS	EMER	PRES	CON	NA/NO
Midterm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Identifies artifacts in data collection and troubleshoots equipment problems.

	ABS	EMER	PRES	CON	NA/NO
Midterm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Intervention

Rate each item below on the competency continuum: ABS EMER PRES CON

1. Develops short- and long-term goals for the client based on previous assessment, treatment, and recommendations.

	ABS	EMER	PRES	CON	NA/NO
Midterm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Selects and uses materials and activities that are appropriate for the client's developmental level and needs.

	ABS	EMER	PRES	CON	NA/NO
Midterm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Plans activities in a therapy session that address objectives and follow a logical sequence.

	ABS	EMER	PRES	CON	NA/NO
Midterm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Comes to session prepared with treatment plan and materials, including alternate treatment strategies.

	ABS	EMER	PRES	CON	NA/NO
Midterm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Demonstrates flexibility. Can adapt to unforeseen changes in routine.

	ABS	EMER	PRES	CON	NA/NO
Midterm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Uses allotted time efficiently.

	ABS	EMER	PRES	CON	NA/NO
Midterm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Collects and interprets data regularly to evaluate client's performance.

	ABS	EMER	PRES	CON	NA/NO
Midterm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Manages the environment to promote behavior that is conducive to learning.

	ABS	EMER	PRES	CON	NA/NO
Midterm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Uses prompts and reinforcement effectively to meet the client's needs.

	ABS	EMER	PRES	CON	NA/NO
Midterm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10. In group settings, manages dynamics, and intervenes when dynamics are inappropriate or negative.

	ABS	EMER	PRES	CON	NA/NO
Midterm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Clinical Records

Rate each item below on the competency continuum: ABS EMER PRES CON

1. Maintains accurate and complete chart records of client contacts.

	ABS	EMER	PRES	CON	NA/NO
Midterm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Writes concise reports that present evaluation results, treatment progress, and recommendations, using appropriate terminology, grammar, and spelling.

	ABS	EMER	PRES	CON	NA/NO
Midterm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. Writes reports in a style appropriate to the reader.

	ABS	EMER	PRES	CON	NA/NO
Midterm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Interpersonal Communication

Rate each item below on the competency continuum: ABS EMER PRES CON

1. Establishes and maintains rapport.

	ABS	EMER	PRES	CON	NA/NO
Midterm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Demonstrates communication style appropriate to the client and family.

	ABS	EMER	PRES	CON	NA/NO
Midterm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. Facilitates open communication. Provides opportunities for clients and others to speak and responds to the family's concerns, questions, or needs.

	ABS	EMER	PRES	CON	NA/NO
Midterm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. Communicates pertinent clinical results clearly and sensitively.

	ABS	EMER	PRES	CON	NA/NO
Midterm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. Shows the ability to express opinions diplomatically, listen to others, and reach consensus with other professionals and peers.

	ABS	EMER	PRES	CON	NA/NO
Midterm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6.	Objectively evaluates own behaviors and recognizes strengths and limitations.		ABS	EMER	PRES	CON	NA/NO
	Midterm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	Requests assistance from supervisor or other professionals when appropriate.		ABS	EMER	PRES	CON	NA/NO
	Midterm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	Responds to suggestions and criticism from supervisor in a constructive manner and changes behaviors accordingly.		ABS	EMER	PRES	CON	NA/NO
	Midterm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.	Demonstrates clinical confidence and independence.		ABS	EMER	PRES	CON	NA/NO
	Midterm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Professionalism

Rate each item below as YES or NO:

1.	Attends all planned sessions and meetings on time and participates in discussions.		YES	NO
	Midterm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Demonstrates behaviors and attitude that ensure safety and protection of clients at all times.		YES	NO
	Midterm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Participates equitably by sharing workload and information with peers and supervisor.		YES	NO
	Midterm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	Maintains professional appearance and conduct appropriate for job duties and work setting.		YES	NO
	Midterm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	Maintains office and clinical space and clinical materials appropriately.		YES	NO
	Midterm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	Maintains confidentiality and client's right to privacy.		YES	NO
	Midterm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	Follows OSHA universal precautions guidelines.		YES	NO
	Midterm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	Adheres to the ASHA Code of Ethics.		YES	NO
	Midterm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If any of the above is marked No, please explain:

Supervisor's Formative Assessment of Student's Clinical Competencies

To prepare for the ASHA Standards changes in Speech-Language Pathology and Audiology, we have replaced our former "Optional Narrative" page with a more detailed probe of your impressions of this student's clinical competencies. Please provide a brief "bulleted" response to the following questions, using examples from this practicum experience whenever possible to support your impressions. For additional help, please contact me at 612-624-5755 (derui001@umn.edu). Thank you very much! Dr. Mark Deruiter

1. Clinical Goals This Term: At the beginning of this term, you and the student identified practicum goals for this setting. To what extent do you believe each was accomplished? How independent is the student in performing each of these clinical procedures? When does s/he need help and what kind of assistance serves him/her best?

2. Clinical Performance Strengths: Considering this practicum experience, please list specific clinical procedures/activities where you believe the student is *competent*. Is he or she able to perform independently in these areas (e.g., how much support do you provide: none? occasional? frequent?). Give examples.

3. Clinical Performance Needs: Considering this practicum experience, please list specific clinical skills that you believe the student needs to *further develop and/or refine*. Comment on any potential barriers that you observe which could prevent the student from achieving independence in these procedures. Give examples.

4. Further Optional Comments?