

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

**STUDENT PERFORMANCE REVIEW  
Audiology 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 proper ear inspection.  | 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.  | Performs and interprets 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, physical or cognitive disabilities, 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. | Identifies appropriate recommendations leading to 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"/> |

**Comments:** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

## Evaluation Tools

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

### **A. Adult Hearing Assessment**

1. Pure tone air and bone conduction	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. Masking	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. Speech Recognition Threshold	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. Speech Recognition Testing (adult)	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. Tympanometry	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. Acoustic Reflexes	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"/>

### **B. Pediatric Hearing Assessment**

1. Conditioned Play Audiometry	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. Visual Reinforcement Audiometry	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. Speech Awareness Threshold	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. Speech Recognition Threshold (child)	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"/>

### **C. Vestibular Testing (cite specific tests)**

1. _____	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. _____	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"/>

### **D. Otoacoustic Emissions (cite specific tests)**

1. _____	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. _____	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"/>

### **E. Evoked Potentials (cite specific tests)**

1. _____	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. _____	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"/>

**F. Central Auditory Processing Disorder Evaluation (cite specific tests)**

1.	_____	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.	_____	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"/>

**Amplification and Cochlear Implants**

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

1.	Performs appropriate listening check of amplification device and applies troubleshooting procedures as needed.	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.	Performs appropriate electroacoustic analysis.	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.	Conducts appropriate real ear measures.	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 and recommends appropriate amplification options to the client.	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.	Makes accurate earmold impressions.	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.	Demonstrates knowledge of FM systems in use and applies troubleshooting procedures.	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.	Performs electroacoustic and behavioral evaluations of FM systems.	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.	Demonstrates familiarity with cochlear implants - internal components and external speech processor.	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.	Performs appropriate mapping/programming for clients with cochlear implants.	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:** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

## Instrumentation

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

- |    |   |                          |                          |                          |                          |                          |
|----|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. | Checks clinical instrumentation to verify calibration and 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 appropriately and records data 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"/> |
| 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"/> |

11.	Adapts communication to 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"/>

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"/>
	Final	<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"/> |
|  | Final   | <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"/> |
|  | Final   | <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"/> |
|  | Final   | <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"/> |
|  | Final   | <input type="checkbox"/> | <input type="checkbox"/> |
2. Demonstrates behaviors and attitudes that ensure safety and protection of clients at all times.
- |  |         |                          |                          |
|--|---------|--------------------------|--------------------------|
|  |         | YES                      | NO                       |
|  | Midterm | <input type="checkbox"/> | <input type="checkbox"/> |
|  | Final   | <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"/> |
|  | Final   | <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"/> |
|  | Final   | <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"/> |
|  | Final   | <input type="checkbox"/> | <input type="checkbox"/> |
6. Maintains confidentiality and client's right to privacy.
- |  |         |                          |                          |
|--|---------|--------------------------|--------------------------|
|  |         | YES                      | NO                       |
|  | Midterm | <input type="checkbox"/> | <input type="checkbox"/> |
|  | Final   | <input type="checkbox"/> | <input type="checkbox"/> |
7. Follows OSHA universal precautions guidelines.
- |  |         |                          |                          |
|--|---------|--------------------------|--------------------------|
|  |         | YES                      | NO                       |
|  | Midterm | <input type="checkbox"/> | <input type="checkbox"/> |
|  | Final   | <input type="checkbox"/> | <input type="checkbox"/> |
8. Adheres to the ASHA Code of Ethics.
- |  |         |                          |                          |
|--|---------|--------------------------|--------------------------|
|  |         | YES                      | NO                       |
|  | Midterm | <input type="checkbox"/> | <input type="checkbox"/> |
|  | Final   | <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 brief "bulleted" responses 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?**