

**Generic Syllabus and Handbook for:
Clinical Practice 465, 565, 566, 567, 475, 576,**

Clinical Supervisor or Instructor:

Office Hours and Days:

Preferred method of contact:

Course Meetings and Credit: *Varies. Please see Schedule of Classes for specifics.*

Course Descriptions

See current catalog

Course Objectives/ Learning Outcomes:

The objective of all clinical practice is to provide students with supervised clinical experiences in audiology and/ or speech language pathology, in accordance with Clinical Practicum standards set forth by ASHA, and the Speech Pathology and Audiology Licensing Board of the State of California.

At the successful conclusion of each clinical practicum experience, students are expected to meet the following objectives:

1. Complete a minimum of 10 -12 weeks of supervised clinical experience as defined by ASHA, during the clinical practicum at an approved site.
2. Demonstrate a working knowledge of the ASHA Code of Ethics as it relates to student clinician experiences (ProgStd2)
3. Demonstrate the ability to provide assessments that are the least biased in both technique and methodology. (SLP Std 4)
4. Demonstrate that each client's culture, gender, socioeconomic factors, linguistic and dialectical factors, as well as any special need and/or disability have been taken into account in the testing and treatment environment. (SLP Std 2, 4)
5. Demonstrate evidence-based practice in all treatment. Make sure that all treatment methodologies used have clear evidence of effectiveness for the type and age of client. Always check for developmentally appropriate treatments and treatment materials. (SLP Std2, Prog Std3)
6. Demonstrate the ability to interpret and synthesize clinical information into functional and achievable lessons in speech pathology. (SLP Std4)
7. Demonstrate a working knowledge of the fundamental principles of speed and language or audiology assessment and remediation, as required for the specific setting. (Prog Std3)
8. Demonstrate effective oral and written communication in the supervisory process, with other team members or peers, in counseling and family training, and as part of the therapeutic intervention process. (ProgStd4)
9. Demonstrate a working knowledge of site-specific documentation: the ability to design site-specific lesson plans, write complete status reports, daily notes, progress reports, and other documentation. (SLP Std4)

10. Demonstrates the ability to complete the required paperwork for course instructors: provides completed and appropriate lesson plans, SOAP notes, status reports, and progress reports, and all other reports and/or clinical data required in this course.
11. Demonstrates the ability to follow directions in all assignments and to take feedback in a positive and constructive manner. In follow-ups, shows that feedback has been integrated back into the clinical practice.

Knowledge and Skills Analysis (KASA) for Department Majors:

For majors in Speech-Language Pathology, clinical practice contribute to some or all of the following:

Standard IV-G: Supervised Clinical Experiences:

1. Evaluation (including screening/prevention, case history, administering and adapting procedures) related to the diagnoses of articulation, fluency, voice and resonance, receptive and expressive language, hearing and its impact on speech and language (SLP Std4), swallowing, cognitive aspects of communication, social aspects of communication, and communication modalities (SLP Std4). (ProgStd5, SLP Stds3,4,5)
2. Intervention (including setting and implementing intervention plans, selecting and using appropriate materials and instruments, measuring and evaluating progress, modifying intervention plans or materials to meet the needs of the patient, documentation, identification and referral for additional services) related to the diagnoses of articulation, fluency, voice and resonance, receptive and expressive language, hearing and its impact on speech and language (SLP Std5), swallowing, cognitive aspects of communication, social aspects of communication, and communication modalities (ProgStd 6, SLP Std5). (SLP Stds 3,5)
3. Interaction and Personal Qualities
 - a. Communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background (ProgStds 3,5 SLP Std 7)
 - b. Collaborate with other professionals in case management (ProgStd4, SLP Std7)
 - c. Provide counseling when needed (SLP Std5)
 - d. Adhere to the ASHA Code of Ethics and behave professionally (ProgStd2)

Language Speech and Hearing Center Hours

The Language Speech and Hearing Center Office is staffed from 8 am to at least 7 pm Monday through Thursday, and from 8 am to 4:45 pm on Friday during the regular semester. Hours of operation during semester breaks may be limited, based on need. The Center is closed on weekends and all University holidays, with the exception of the 12 week periods when Saturday Clinics are in operation. Saturday Clinics are

California State University, Northridge (Residential)
CALIPSO
Performance Evaluation
Printed for
Woolsey, Janice

Session times out in: 1:36:14

Performance Evaluation

Supervisor:

*Student: *Site: *Evaluation Type: *Semester: * Course number:

*Patient population:

- ☐ Young Child (0-5)
☐ Child (6-17)
☐ Adult (18-64)
☐ Older adult (65+)

Client(s)/Patient(s) Multicultural Aspects (check all that apply): [?]

- ☐ Ethnicity
☐ Race
☐ Culture
☐ National origin
☐ Socioeconomic status
☐ Gender identity
☐ Sexual orientation
☐ Religion
☐ Exceptionality
☐ Other

Client(s)/Patient(s) Linguistic Diversity (check all that apply): [?]

- ☐ English
☐ English Language Learner
☐ Primary English dialect
☐ Secondary English dialect
☐ Bilingual
☐ Polyglot
☐ Gender identity
☐ Sign Language (ASL or SEE)
☐ Cognitive / Physical Ability
☐ Other

PERFORMANCE RATING SCALE

[Click to see Rating Scale](#)

Please refer to the Performance Rating Scale for grading criteria. Use a score between 1 and 5, in 0.25 increments (1.25, 1.5 etc.)

- 1 - Not evident 4 - Adequate
 2 - Emerging 5 - Consistent
 3 - Present

* If n/a, please leave space blank

Evaluation

Articulation?	Fluency?	Voice?	Language?	Hearing?
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Session times out in: 1:36:14

Refer to Performance Rating Scale above and place number corresponding to skill level in every observed box.

1. Conducts screening and prevention procedures (std IV-D, std V-B, 1a; SLP 4b)									
2. Collects case history information, and integrates information from clients/patients and/or relevant others (std V-B, 1b; SLP 4a)									
3. Selects appropriate evaluation instruments/procedures (std V-B, 1c)									
4. Administers and scores diagnostic tests correctly (std V-B, 1c)									
5. Adapts evaluation procedures to meet client/patient needs (std V-B, 1d)									
6. Possesses knowledge of etiologies and characteristics for each communication and swallowing disorder (std IV-C; SLP 2d)									
7. Interprets, integrates, and synthesizes test results, history, and other behavioral observations to develop diagnoses (std V-B, 1e; SLP 4e)									
8. Makes appropriate recommendations for intervention (std V-B, 1e)									
9. Completes administrative and reporting functions necessary to support evaluation (std V-B, 1f)									
10. Refers clients/patients for appropriate services (std V-B, 1g; SLP 7b)									
Score totals:	0	0	0	0	0	0	0	0	0
Total number of items scored: 0 Total number of points: 0 Section Average: 0									

Comments:

Save

Intervention

Articulation?	Fluency?	Voice?	Language?	Hearing?	Swallowing?	Cognition?	Social Aspects?	AAC?
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Refer to Performance Rating Scale above and place number corresponding to skill level in every observed box.

1. Develops setting-appropriate intervention plans with measurable and achievable goals. Collaborates with clients/patients and relevant others in the planning process (std V-B, 2a; SLP 5d)								
2. Implements intervention plans (involves clients/patients and relevant others in the intervention process) (std V-B, 2b; SLP 5b)								
3. Selects or develops and uses appropriate materials/instrumentation (std V-B, 2c)								
4. Sequences tasks to meet objectives								
5. Provides appropriate introduction/explanation of tasks								
6. Measures and evaluates clients'/patients' performance and progress (std V-B, 2d)								
7. Uses appropriate models, prompts or cues. Allows time for patient response. (std V-B, 2e)								

8. Modifies intervention plans, strategies, materials, or instrumentation to meet individual client/patient needs (std V-B, 2e; SLP 3b)	☐	☐	☐	☐	☐	Session times out in: 1:36:14			
9. Completes administrative and reporting functions necessary to support intervention (std V-B, 2f)	☐	☐	☐	☐	☐	☐	☐	☐	☐
10. Identifies and refers patients for services as appropriate (std V-B, 2g)	☐	☐	☐	☐	☐	☐	☐	☐	☐
Score totals:	0	0	0	0	0	0	0	0	0
Total number of items scored: 0	Total number of points: 0		Section Average: 0						
Comments:									

Save

Professional Practice, Interaction, and Personal Qualities	Score
1. Possesses foundation for basic human communication and swallowing processes (std IV-B; SLP 3a)	☐
2. Possesses the knowledge to integrate research principles into evidence-based clinical practice (std IV-F)	☐
3. Possesses knowledge of contemporary professional issues and advocacy (includes trends in professional practice, ASHA practice policies and guidelines, and reimbursement procedures) (std IV-G)	☐
4. Communicates effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the patient, family, caregiver, and relevant others (std V-B, 3a; SLP 5c)	☐
5. Establishes rapport and shows sensitivity to the needs of the patient (std V-A)	☐
6. Uses appropriate rate, pitch, and volume when interacting with patients or others. (std V-A)	☐
7. Provides counseling regarding communication and swallowing disorders to clients/patients, family, caregivers, and relevant others (std V-B, 3c; SLP 5a)	☐
8. Collaborates with other professionals in case management (std V-B, 3b; SLP 7a)	☐
9. Displays self-initiation in the therapeutic process and seeks and applies additional methodologies	☐
10. Displays effective oral communication with patient, family, or other professionals (std V-A)	☐
11. Adheres to the ASHA Code of Ethics and conducts him or herself in a professional, ethical manner (std IV-E, std V-B, 3c)	☐
12. Assumes a professional level of responsibility and initiative, and follows all site requirements	☐
13. Demonstrates openness and responsiveness to clinical supervision and suggestions (Std V-A)	☐
14. Demonstrates self-evaluation and reflections; effectively analyzes own clinical behavior with respect to impact on client's behavior.	☐
15. Personal appearance is professional and appropriate for the clinical setting	☐
16. Displays organization and preparedness for all clinical sessions and manages clinical session time	☐
17. Effectively partners with interpreters and/or translators when necessary (SLP 4d)	☐
Total number of items scored: 0	Total number of points: 0
Section Average: 0	
Comments:	

Save

Professional Writing Skills (std V-A)	Score
1. Displays effective written communication for all professional correspondence (std V-A)	
2. Format and identifying information is correct.	
3. Revisions are submitted in a timely manner and incorporate suggested edits.	
4. Writing is concise, grammatically correct and uses appropriate wording and terminology.	
5. Report writing is clear and well organized, effectively describing the presenting problem and results.	
6. Report writing shows integration of information from evaluation through present treatment in a logical order with accurate interpretation and conclusions.	
7. Creates diagnostic or daily plans.	
8. Daily documentation is accurate and timely.	
9. Interprets results of testing and/or summary of progress to make appropriate recommendations and referrals.	
Total number of items scored: 0 Total number of points: 0 Section Average: 0	
Comments:	

Save

Additional Required Clinical Skills	Score
1. Participates in progress monitoring and decision making regarding eligibility and services PD 5a	
2. Uses formal and informal assessment to evaluate students needs and strengths for the purpose of making accommodations, modifications, instructional decisions and ongoing program improvements PD 5c	
3. Participates as a team member and/or case manager for the IFSP/IEP and/or transition planning PD 4c, 7b	
4. Exhibits proficiency in screening and evaluation using least biased testing techniques and methodologies for assessing culturally and linguistically diverse populations SLP 4c	
5. Manages client behavior through the use of appropriate reinforcement, feedback, and modifications in the school and clinical settings (std V-B, 2e)	
6. Follows all legal requirements of the IFSP/IEP/transition planning process PD 8a	
7. Uses a variety of school-based service delivery models, including but not limited to: push-in, groups, classroom consultation, and/or collaboration, and co-teaching	
8. Uses curriculum materials commonly used in a school's core curriculum in services delivery models employed	
9. Consults with teacher, other personnel, and families during the prevention, assessment and IEP process SLP 7a	
Total number of items scored: 0 Total number of points: 0 Section Average: 0	
Comments:	

Save

Please comment on the student's strengths and weaknesses in the areas of clinical knowledge, clinical performance, and personal characteristics as they contribute to overall clinical performance (optional). :

Do you recommend this student advance to their next clinical rotation? (Please specify "yes" or "no".):

Session times out in: 1:36:14

Are the student's weaknesses indicative of a lack of knowledge or skills that, in your opinion, will require a remedial program? (Please specify "yes" or "no".):

If a remedial plan is recommended, please provide suggestions for skills areas in need of remediation.:

Total points (all sections included): 0 Adjustment: 0.0
divided by total number of items 0
Evaluation score: 0
Letter grade F
Quality points: N/A

By entering the student's name, I verify that this evaluation has been reviewed and discussed with the student prior to final submission.

Student name:

Date reviewed:

I verify that this evaluation is being submitted by the assigned clinical supervisor and that I have supervised the above named student.

*Supervisor name:

*Date completed:

☐ Final submission (if this box is checked, no more changes will be allowed!)

Save

Standards referenced herein are those contained in the Membership and Certification Handbook of the American Speech-Language-Hearing Association. Readers are directed to the [ASHA Web site](#) to access the standards in their entirety.

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CD 565, CD 566 & CD 567 General Clinic
Linking Document

CTCPD Page Number

Standard 4c - A: 6

Standard 5a - A: 6

Standard 5c - A: 6

Standard 5d - A: 6

Standard 7b - A: 6

Standard 8a - A: 6

CTCSLP

Standard 2d - A:4

Standard 3a - A:5

Standard 3b - A:5

Standard 4a - A:4

Standard 4b - A:4

Standard 4c - A:6

Standard 4d - A:5

Standard 4e - A:4

Standard 5a - A:5

Standard 5b - A:4

Standard 5c - A:5

Standard 5d - A:4

Standard 7a - A:5

Standard 7b - A:4