

Maryjane Rees Center: Speech and Language Clinic

Student Evaluations

Student Clinicians will receive a midterm and final student evaluation during each clinical practicum experience. These student evaluations are completed and maintained in CALIPSO. During the midterm evaluation conference, Clinical Instructors will meet with each student to discuss their performance. Clinical Instructors may offer further suggestions on how the student may improve their performance as needed. The midterm meeting also serves as a time for Student Clinicians to discuss any concerns he/she may have regarding his or her own performance, the Clinical Instructor's expectations, their clinical assignment, etc.

At the end of each semester, Clinical Instructors will again meet with each student to review their final grade. All Clinical Instructors will use the approved CALIPSO clinical competencies and student evaluation to document clinical performance. Students are encouraged to review the clinical competencies at the beginning of the semester. This will help answer most questions regarding what is being evaluated.

CALIPSO Clinical Competencies California State University, Sacramento

| EVALUATION |
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| 1. Conducts screening and prevention procedures |
| 2. Collects case history information and integrates information from clients/patients and/or relevant others |
| 3. Selects appropriate evaluation instruments/procedures |
| 4. Administers and score diagnostic tests correctly |
| 5. Adapts evaluation procedures to meet client/patient needs |
| 6. Possesses knowledge of etiologies and characteristics for each communication and swallowing disorder |
| 7. Interprets, integrates, and synthesizes test results, history, and other behavioral observations to develop diagnoses |
| 8. Makes appropriate recommendations for intervention |
| 9. Completes administrative and reporting functions necessary to support evaluation |
| 10. Refers clients/patients for appropriate services |
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INTERVENTION

1. Develops setting-appropriate intervention plans with measurable and achievable goals. Collaborates with clients/patients and relevant others in the planning process
2. Implements intervention plans (involves clients/patients and relevant others in the intervention process)
3. Selects or develops and uses appropriate materials/instrumentation
4. Sequences tasks to meet objectives
5. Provides appropriate introduction/explanation of tasks
6. Measures and evaluates clients'/patients' performance and progress
7. Uses appropriate models, prompts or cues. Allows time for patient response
8. Modifies intervention plans, strategies, materials, or instrumentation to meet individual client/patient needs
9. Completes administrative and reporting functions necessary to support intervention
- 10.. Identifies and refers patients/clients for services as appropriate

PROFESSIONAL PRACTICE, INTERACTION, AND PERSONAL QUALITIES

1. Demonstrates knowledge of and interdependence of communication and swallowing processes
2. Uses clinical reasoning and demonstrates knowledge of and ability to integrate research principles into evidence-based clinical practice
3. Adheres to federal, state, and institutional regulations and demonstrates knowledge of contemporary professional issues and advocacy (includes trends in best professional practices, privacy policies, models of delivery, and reimbursement procedures/fiduciary responsibilities)
4. Communicates effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the patient, family, caregiver, and relevant others
5. Establishes rapport and shows care, compassion, and appropriate empathy during interactions with clients/patients and relevant others
6. Provides counseling regarding communication and swallowing disorders to clients/patients, family, caregivers, and relevant others
7. Collaborates with other professionals in case management
8. Displays effective oral communication with patient, family, or other professionals
9. Displays effective written communication for all professional correspondence
10. Adheres to the ASHA Code of Ethics and Scope of Practice documents and conducts him or herself in a professional, ethical manner

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| 11. Demonstrates professionalism |
| 12. Prepares sufficiently and is prompt with the initiation of and termination of each therapy session. |
| 13. Implements advice/guidelines/recommendations of the Clinical Instructor promptly |
| 14. Maintains awareness of and complies with department and clinic/facility policies |
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| CLINICAL WRITING |
| 1. Displays effective written communication for all professional correspondence |
| 2. Edits to ensure documentation is free of errors in sentence structure, grammar, spelling, punctuation and capitalization. No typographical errors are present |
| 3. Written work adheres to the appropriate format and is coherent and appropriate for the defined audience |
| 4. Summarizes the test results, takes into account the historical information and develops a written diagnostic statement that describes the speech/language/hearing problem(s) being addressed. Describes the functional impact of the identified speech/language/hearing problem(s). |
| 5. Writes goals and objectives that address the area of need/baseline and are S.M.A.R.T. (specific, measurable, attainable, results-oriented and timely). |
| 6. Understands the difference between written semester goal and daily objectives. |
| 7. Displays effective written communication in all professional writing. |
| 8. Demonstrates appropriate writing style by selecting the appropriate tone, sentence length, phrasing and use of professional terminology. |
| 9. Assesses his/her own writing and develops strategies for addressing weaknesses |
| 10. Completes daily therapy log/charting, lesson plans, SOAP notes in a timely manner. Reports and subsequent drafts are completed according to established deadlines. |
| 11. Clearly documents the progress a client has made or lack thereof. Includes a discussion of the barriers to greater success/progress in the Final Case Report |