

2. ^I ^F Collects case history/interview information from clients/patients, family, caregivers, teachers, relevant others, and other professionals. (1b) (WI DPI Standards 6, 8 and 10)

EXEMPLARY

Reviews client file and determines areas to be investigated. Uses question types appropriate for purpose and interviewee. Conducts interview using appropriate techniques (summarizes, clarifies, responds appropriately to interviewee).

PROFICIENT

Determines areas to be investigated and collects information using question types and techniques sufficient for client management.

EMERGING

Gathers adequate information for client management and uses appropriate interview techniques with frequent supervisor support.

UNACCEPTABLE

Does not gather adequate information to plan or implement client services even with supervisor support. Interviewing skills are ineffective.

MIDTERM COMMENTS:

FINAL COMMENTS:

Competency Summary

Area of competency to be completed at the final review.	Articulation	Fluency	Voice	Receptive and Expressive Language in Adults	Receptive and Expressive Language in Children and Adolescents	Hearing	Swallowing	Cognitive Aspects of Communication	Social Aspects of Communication	Communication Modalities
Level of Achievement (X, P, M, U or NA)										

3. ^I ^F Selects and administers appropriate evaluation procedures, such as behavioral observations, nonstandardized and standardized tests, and instrumental procedures. (1c) (WI DPI Standard 8)

EXEMPLARY

Selects most appropriate evaluation procedures and provides rationale for their selection. Designs informal assessment procedures. Efficiently administers formal and informal procedures using accepted procedures for administration and scoring.

PROFICIENT

Selects most formal and informal evaluation instruments and administers them using procedures which yield results that accurately represent the client's abilities.

EMERGING

Selects appropriate formal and/or informal procedures and/or obtains adequate results to represent the client's abilities with frequent supervisor support.

UNACCEPTABLE

Supervisor selects the evaluation procedures and provides significant feedback during administration, OR student administration does not yield results which reflect the client's abilities.

MIDTERM COMMENTS:

FINAL COMMENTS:

Competency Summary

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Level of Achievement (X, P, M, U or NA)										

I F
 4. ___ ___ Adapts evaluation procedures to meet client/patient needs. (1d) (WI DPI Standard 1, 2, 3, 4, 7, 8)

EXEMPLARY

Identifies client communication and non-communication behaviors and modifies evaluation materials and procedures to optimally meet client needs.

PROFICIENT

Identifies sufficient communication and non-communication behaviors and makes enough modifications to minimally meet client needs.

EMERGING

Identifies needed modifications and implements them with frequent supervisor support.

UNACCEPTABLE

Does not make needed modifications to meet client needs even with supervisor support.

MIDTERM COMMENTS:

FINAL COMMENTS:

Competency Summary

Area of competency to be completed at the final review.	Articulation	Fluency	Voice	Receptive and Expressive Language in Adults	Receptive and Expressive Language in Children and Adolescents	Hearing	Swallowing	Cognitive Aspects of Communication	Social Aspects of Communication	Communication Modalities
Level of Achievement (X, P, M, U or NA)										

I F
 5. ___ ___ Interprets, integrates, and synthesizes all information to develop diagnoses and makes appropriate recommendations for intervention (1e) (WI DPI standards 1, 2, 3, 4, 7, 8)

EXEMPLARY

Accurately analyzes all formal and informal evaluation data and uses theory for interpretation. Interprets results to determine specific strengths and weaknesses in order to develop diagnosis. Makes appropriate and specific recommendations consistent with results and theory.

PROFICIENT

Analyzes formal and informal evaluation data with minimal errors that do not affect interpretation. Determines client/patient's strengths and weaknesses with minimal errors which do not affect diagnosis. Makes appropriate recommendations for intervention with minimal supervisor support.

EMERGING

Errors in analysis of data affect interpretation of results. Determines client strengths and weaknesses with frequent supervisor support.

UNACCEPTABLE

Errors in analysis and interpretation prevent accurate diagnosis even with supervisor support.

MIDTERM COMMENTS:

FINAL COMMENTS:

Competency Summary

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Level of Achievement (X, P, M, U or NA)										

- I F
 8. ___ ___ Develops setting-appropriate intervention plans with measurable and achievable goals that meet clients'/patients' needs. Collaborates with clients/patients and relevant others in the planning process. (2a) (WI DPI Standards 1, 2, 3, 4, 6, 7, 10)

EXEMPLARY

Integrates all relevant theory and input from others to develop model intervention plans. Develops and prioritizes appropriate and measurable LTGs and STOs. Plans procedures which will be most effective for goals, objectives, and client needs (including behavior management system and needs of all group members).

PROFICIENT

Integrates most relevant theory and seeks input from others to develop intervention plans to minimally meet client needs. Develops measurable LTGs and STOs appropriate to client needs. Develops procedures appropriate to goals, objectives, and client needs.

EMERGING

Considers some, but not all, theory in necessary to the development of effective intervention plans, plans do not always meet client needs, or requires ongoing supervisor support to develop appropriate plans. Supervisor takes responsibility for acquiring input of client and relevant others. Develops measurable goals and objectives and selects appropriate procedures with frequent supervisor support.

UNACCEPTABLE

Intervention plans do not meet client needs even with supervisor support. Does not incorporate input of client and relevant others in planning and does not seek their input. Goals and objectives are not measurable and/or appropriate even with supervisor support.

MIDTERM COMMENTS:

FINAL COMMENTS:

Competency Summary:

Area of competency to be completed at the final review.	Articulation	Fluency	Voice	Receptive and Expressive Language in Adults	Receptive and Expressive Language in Children and Adolescents	Hearing	Swallowing	Cognitive Aspects of Communication	Social Aspects of Communication	Communication Modalities
Level of Achievement (X, P, M, U or NA)										

- I F
 9. ___ ___ Implements intervention plans (involves clients/patients and relevant others in the intervention process. (2b) (WI DPI standards 1, 4, 5, 7)

EXEMPLARY

Procedures used match those planned and yield maximum client responses. Uses appropriate cues, feedback, and reinforcement to obtain maximum results. Sessions are well-organized with smooth, appropriate transitions. Integrates relevant others in intervention process when appropriate.

PROFICIENT

Procedures used match those planned and yield an acceptable response rate. Most cues, feedback, and reinforcement obtain desired results. Sessions are organized with transitions between activities and/or objectives. Involves relevant others in intervention when necessary.

EMERGING

Procedures do not always match objectives. Provides necessary cues, feedback, and/or reinforcement with frequent supervisor support. Supervisor initiates involvement of relevant others in intervention process.

UNACCEPTABLE

Sessions are not implemented as planned. Cues, feedback, and/or reinforcement are ineffective. Only supervisor interacts with relevant others.

MIDTERM COMMENTS:

FINAL COMMENTS:

Competency Summary

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Level of Achievement (X, P, M, U or NA)										

10. ^I ^F Selects or develops and uses appropriate materials and instrumentation for prevention and intervention. (2c) (WI DPI Standards 1, 2, 3, 4, 5, 7)

EXEMPLARY

Chooses materials appropriate to goals/objectives and client needs and develops own materials or modifies commercial materials when necessary to better meet client needs. Stimuli and materials are appropriate to objectives and are functional for the client.

PROFICIENT

Chooses materials which are appropriate to goals/objectives and minimally meet client needs. Stimuli and materials are usually appropriate to objectives and functional for the client.

EMERGING

Materials are not always appropriate to client needs or goals/objectives. Develops stimuli and/or materials with frequent supervisor support.

UNACCEPTABLE

Materials and stimuli are not appropriate even with supervisor input.

MIDTERM COMMENTS:

FINAL COMMENTS:

Competency Summary

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Level of Achievement (X, P, M, U or NA)										

11. ^I ^F Measures and evaluates clients'/patients' performance and progress (2d) (WI DPI Standard 8)

EXEMPLARY

Accurately judges client responses and records complete and accurate data. Draws inferences based on data, other observations, and relevant theory.

PROFICIENT

Errors in discrimination and/or data collection do not impact interpretation which is adequate to provide client treatment.

EMERGING

Errors in discrimination, data collection, and/or interpretation would affect treatment without supervisor support.

UNACCEPTABLE

Errors in discrimination, data collection, and/or interpretation are so significant that they impact client treatment.

MIDTERM COMMENTS:

FINAL COMMENTS:

Competency Summary

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Level of Achievement (X, P, M, U or NA)										

12. ^I ^F **Modifies intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients/patients (2e) (WI DPI Standards 1, 2, 3, 4, 5, 7, 9)**

EXEMPLARY

Refines objectives based on data, observations, and input of others during and between sessions. Modifies procedures and materials during and between sessions based on client responses.

PROFICIENT

Refines objectives most of the time when necessary to provide effective intervention. Identifies when modifications are necessary and usually makes changes, esp. between sessions.

EMERGING

Refines objectives, materials, and/or procedures between session with frequent supervisor support.

UNACCEPTABLE

Does not recognizes when changes are necessary and/or attempts to make changes are usually unsuccessful.

MIDTERM COMMENTS:

FINAL COMMENTS:

Competency Summary

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Level of Achievement (X, P, M, U or NA)										

13. I F **Completes administrative and reporting functions necessary to support assessment and/or intervention. (1f, IV-B; 2f, IV-B) (WI DPI Standard 6)**

EXEMPLARY

Follows clinic policies and procedures, including timelines, for reporting and documentation. Reported information is objective and supported by evaluation and/or intervention results. Terminology is specific and appropriate for audience. Writing is concise and written in professional style. Proofreads and independently makes revising and editing changes.

PROFICIENT

Follows clinic policies and procedures, including timelines, for reporting and documentation. Inaccuracies are minor and do not affect interpretation. Information is objective and is usually supported by evaluation and/or intervention results. Terminology is adequate for reader's comprehension. Usually proofreads and makes revising and editing changes. Identifies or makes needed changes with minimal supervisor support.

EMERGING

Follows clinic policies and procedures with frequent supervisor support. Paperwork is often late. Conveys accurate information and makes revising and editing changes with frequent supervisor support. Terminology is imprecise and affects reader's comprehension.

UNACCEPTABLE

Does not follow clinic policies and procedures even with supervisor support. Writing is poor and does not convey intended meaning even with supervisor support.

MIDTERM COMMENTS:

FINAL COMMENTS:

Competency Summary

Area of competency to be completed at the final review.	Articulation	Fluency	Voice	Receptive and Expressive Language in Adults	Receptive and Expressive Language in Children and Adolescents	Hearing	Swallowing	Cognitive Aspects of Communication	Social Aspects of Communication	Communication Modalities
Level of Achievement (X, P, M, U or NA)										

14. Evaluates clients'/patients' needs and refers for appropriate services during assessment and/or intervention process. (1g, 2g) (WI DPI Standards 1, 2, 3, 6, 8, 10)

EXEMPLARY

Integrates information from a variety of sources to determine if additional services are needed. Makes referrals, if appropriate.

PROFICIENT

Considers client needs to determine if additional services are needed. Makes referrals, if appropriate, with some supervisor input about possible referral sources.

EMERGING

May or may not know whether additional services are needed, but gathers referral sources and makes referrals only with supervisor prompting.

UNACCEPTABLE

Does not consider the possibility of additional services or supervisor has to collect information and make referrals, if appropriate.

MIDTERM COMMENTS:

FINAL COMMENTS:

Competency Summary

Area of competency to be completed at the final review.	Articulation	Fluency	Voice	Receptive and Expressive Language in Adults	Receptive and Expressive Language in Children and Adolescents	Hearing	Swallowing	Cognitive Aspects of Communication	Social Aspects of Communication	Communication Modalities
Level of Achievement (X, P, M, U or NA)										

15. **Communicates effectively, recognizing the needs values, preferred mode of communication, and cultural/linguistic background of the client/patient, family, caregivers, and relevant others. (3a, IV-B) (WI DPI Standard 6)**

EXEMPLARY

Plans and accurately conveys clinical information to client, relevant others, and other professionals. Communicates confidently and effectively for audience (style, terminology, communication model, client's cultural/linguistic background and values). Clinician affect is appropriate for situation.

PROFICIENT

Conveys clinical information to client, relevant others, and other professionals; minimal errors do not affect listener/reader's comprehension. Clinician communication (style, choice of terminology, choice of communication mode, or incorporation of client's cultural/linguistic background and values) may not be ideal, but it does not prevent the listener/reader's comprehension or hinder interaction. Clinician affect and confidence level are appropriate for situation and do not hinder interaction.

EMERGING

Supervisor must suggest changes in communication style, choice of terminology and/or communication mode, or listener/reader does not receive accurate information. Clinician affect, lack of confidence, and/or consideration of client's cultural/linguistic background and values hinder the interaction without frequent supervisor input.

UNACCEPTABLE

Clinician communicates inaccurate information. Inappropriate clinician affect and lack of consideration of client's cultural/linguistic background and values hinder the interaction even after supervisor input.

MIDTERM COMMENTS:

FINAL COMMENTS:

16. Collaborates with other professionals in case management. (3b) (WI DPI Standard 10)

EXEMPLARY

Determines appropriate role in team. Prepares for conferences, generates ideas, and actively participates. Provides input to team members and integrates their input to provide appropriate evaluation and treatment services.

PROFICIENT

Participates in team meetings, considers input from team members, and uses their input to provide appropriate evaluation and treatment services.

EMERGING

Participate in team meetings, gathers and shares information, and incorporates team information with frequent supervisor support.

UNACCEPTABLE

Does not interact with team members, interacts in a way that prevents collaboration, or supervisor assumes responsibility for collaboration.

MIDTERM COMMENTS:

FINAL COMMENTS:

17. Provides counseling regarding communication and swallowing disorders to clients/patients, family, caregivers, and relevant other. (3c) (WI DPI Standards 6, 10)

EXEMPLARY

Identifies need for counseling and facilitates an atmosphere for change. Utilizes accepted counseling techniques to modify behavior. Helps client and significant others develop coping strategies and support system.

PROFICIENT

Is aware of accepted counseling techniques and frequently uses them, if necessary, to modify the behavior of the client and others. Provides a clinical environment conducive to interaction and discussion. Supervisor may initially model counseling techniques.

EMERGING

Supervisor initiates use of counseling techniques appropriate to situation and continues to model their use for the clinician to use them effectively.

UNACCEPTABLE

Clinician does not provide adequate counseling or supervisor assumes responsibility.

MIDTERM COMMENTS:

FINAL COMMENTS:

I F
18. ___ ___ Adheres to the ASHA Code of Ethics and behaves professionally. (3d) (WI DPI Standards 6, 9, 10)

EXEMPLARY

Behaves in accordance with the ASHA Code of Ethics and principles of state and federal laws. Follows all clinic procedures, including timelines. Self-evaluates clinical skills and takes the initiative to seek guidance and additional resources necessary to provide effective clinical services.

PROFICIENT

Behaves in accordance with the ASHA Code of Ethics and principles of state and federal laws. Follows clinic procedures; lapses do not affect operation of the clinic or ethical, effective treatment of clients. Self-evaluates but initially may need supervisor direction to obtain resources and make necessary changes.

EMERGING

Supervisor must provide ongoing input for clinician to follow the ASHA Code of Ethics, principles of state and federal laws, and clinic procedures. Clinician needs ongoing supervisor direction to obtain resources and make necessary changes.

UNACCEPTABLE

Student does not adhere to the ASHA Code of Ethics. Supervisor assumes responsibility for clinician changes, or changes are ineffective.

MIDTERM COMMENTS:

FINAL COMMENTS:

GRADING:

- A All competencies are proficient and/or exemplary
- A- All competencies are proficient except one may be emerging
- B+ All competencies are proficient except two may be emerging
- B 80% of competencies are proficient; others are emerging
- B- 70 - 79% of competencies scored are proficient; may have one unacceptable; others are emerging
- C 60 - 69% of competencies scored are proficient; may have 2-3 unacceptables; others are emerging
- D 50 – 59% of competencies scored are proficient; may have 3-4 unacceptables; others are emerging
- F Less than 50% of competencies scored are proficient; more than 4 competencies are unacceptable

Final Grade=_____

Student Signature Date

Supervisor Signature Date