

CALIPSO Clinical Performance Evaluation Criteria (effective Fall 2018)

Below are the **minimum** areas anticipated to be evaluated by supervisors and students for each type of registration/practicum activity.

If an area of evaluation which is not currently marked with an "X" arises during the course of the practicum activity, it should be evaluated, as well.

Key: "On" = Rees clinic; "Off" = offsite. All courses in CALIPSO have the prefix of SLHS (or SPPA).

Evaluation

	694 695 On	695 Off	AGrp	CLP	696 On	696 Off	698
1. Conducts screening and prevention procedures (std IV-D, std V-B, 1a; CTC-SLP4)	X				X	X	X
2. Collects case history information and integrates information from clients/patients	X	X	X		X	X	X
3. Selects appropriate evaluation instruments/procedures (std V-B, 1c; CTC-SLP4)	X				X	X	X
4. Administers and scores diagnostic tests correctly (std V-B, 1c; CTC-SLP4)					X	X	X
5. Adapts evaluation procedures to meet client/patient needs (std V-B, 1d; CTC-SLP4)	X				X	X	X
6. Demonstrates knowledge of etiologies and characteristics, anatomical/physiological, acoustic, psychological, developmental, linguistic and cultural factors for each cognitive, communication and swallowing disorders (std IV-C; CTC-SLP2)				X	X	X	X
7. Observes and identifies relevant client/patient behaviors	X	X	X	X	X	X	X
8. Interprets, integrates, and synthesizes test results, history, and other behavioral					X	X	X
9. Makes appropriate recommendations for intervention (std V-B, 1e; CTC-SLP7)	X			X	X	X	X
10. Completes administrative and reporting functions necessary to support evaluation (std V-B, 1f; CTC-SLP7)					X	X	X
11. Refers clients/patients for appropriate services (std V-B, 1g)							

Comments:

Intervention

	694 695 On	695 Off	AGrp	CLP	696 On	696 Off	698
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, std 3.1.1B; CTC-SLP5)	X						X
2. Implements intervention plans (involves clients/patients and relevant others in the intervention process) (std V-B, 2b, std 3.1.1B; CTC-SLP5)	X	X					X
3. Selects or develops and uses appropriate materials/instrumentation (std V-B, 2c; CTC-SLP5)	X	X	X	X			X
4. Measures and evaluates clients'/patients' performance and progress (std V-B, 2d; CTC-SLP5)	X	X	X	X			X
5. Modifies intervention plans, strategies, materials, or instrumentation to meet individual client/patient needs (std V-B, 2e; CTC-SLP3)	X	X		X			X
6. Completes administrative and reporting functions necessary to support intervention (std V-B, 2f)	X			X			X
7. Identifies and refers patients/clients for services as appropriate (std V-B, 2g; CTC-SLP3)	X			X			X

Comments:

Preparedness, Interaction and Personal Qualities

		694 695 On	695 Off	AGrp	CLP	696 On	696 Off	698
1.	Demonstrates knowledge of basic human cognition, communication and swallowing processes (std IV-B std. 3.1.6B; CTC-SLP3)	X	X	X	X	X	X	X
2.	Uses clinical reasoning and demonstrates knowledge of and ability to integrate research principles into evidence-based clinical practice (std IV-F; CTC-SLP3)	X	X	X	X	X	X	X
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) (std IV-G, std 3.1.1B, 3.1.6B, 3.8B; CTC-SLP 7)	X		X	X		X	X
4.	Adheres to the ASHA Code of Ethics and Scope of Practice documents and conducts him or herself in a professional, ethical manner (std IV-E, V-B, 3d, std 3.1.1B, 3.1.6B; CTC-SLP5)	X	X	X	X	X	X	X
5.	Sequences tasks to meet objectives (CTC-SLP5)	X		X	X			X
6.	Provides appropriate introduction/explanation of tasks (CTC-SLP5)	X	X	X	X			X
7.	Uses appropriate models, prompts or cues. Allows time for patient response.	X	X	X	X			X
8.	Uses feedback/reinforcement which is consistent, discriminating and meaningful	X	X	X	X			X
9.	Structures treatment sessions to maximize learning	X	X	X	X			X
10.	Establishes rapport and shows care, compassion, and appropriate empathy during interactions with clients/patients and relevant others (std 3.1.1B)	X	X	X	X	X	X	X
11.	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, std 3.1.1B; CTC-SLP5)	X	X	X	X	X	X	X
12.	Provides counseling regarding cognitive, communication and swallowing disorders to clients/patients, family, caregivers, and relevant others (std V-B, 3c, std 3.1.6B; CTC-SLP5)	X			X		X	X
13.	Collaborates with clients/patient and relevant other in the planning process (std IV-G, 2a)	X			X	X	X	X
14.	Collaborates with other professionals in case management (std V-B, 3b, std 3.1.1B, 3.1.6B; CTC-SLP7)				X			X
15.	Displays effective oral communication with patient, family, or other professionals (std V-A, std 3.1.1B; CTC-SLP5)	X	X	X	X	X	X	X
16.	Displays effective written communication for all professional correspondence (std V-A, std 3.1.1B; CTC-SLP5)	X		X	X	X	X	X
17.	Demonstrates professionalism (std 3.1.1B, 3.1.6B)	X	X	X	X	X	X	X

Comments:

Written Communication

(std V-A; CTC-SLP5)

		694 695 On	695 Off	AGrp	CLP	696 On	696 Off	698
1.	Uses correct grammar, spelling, terminology, punctuation, tense consistency, "voice" consistency, etc.	X	X		X	X		X
2.	Uses the correct format for required clinical documents	X	X		X	X		X
3.	Writes relevant case history in concise, organized form	X			X	X		X
4.	Accurately and concisely describes results of tests and informal procedures and covers all relevant information and areas, including client/patient strengths	X	X		X	X		X
5.	Writes in lay-person terms, as appropriate, using examples to clarify	X			X	X		X
6.	Provides an accurate summary of impressions and recommendations	X		X	X	X		X
7.	Generates clinical documents in an acceptable time frame	X	X	X	X	X		X
8.	Incorporates supervisory feedback into document revisions	X			X	X		X
9.	Writes documents that are professional in presentation and tone	X			X	X		X

Comments and Goals

		694 695 On	695 Off	AGrp	CLP	696 On	696 Off	698
	Strengths/ Areas needing improvement:	X	X	X	X	X		X
	Selected goals for improvement:	X	X	X	X	X		X
	Progress towards selected goals:	X	X	X	X	X		X
	Final comments:	X	X	X	X	X		X

Performance Rating Scale

Minimum of "3" rating required to meet minimum clinical competency requirement.

- 1 **Not evident:** Skill not evident most of the time. Student requires direct instruction to modify behavior and is unaware of need to change. Supervisor must model behavior and implement the skill required for client to receive optimal care. Supervisor provides numerous instructions and frequent modeling (skill is present <25% of the time).

- 2 **Emerging:** Skill is emerging, but is inconsistent or inadequate. Student shows awareness of need to change behavior with supervisor input. Supervisor frequently provides instructions and support for all aspects of case management and services (skill is present 26-50% of the time).

- 3 **Present:** Skill is present and needs further development, refinement or consistency. Student is aware of need to modify behavior, but does not do this independently. Supervisor provides on-going monitoring and feedback; focuses on increasing student's critical thinking on how/when to improve skill (skill is present 51-75% of the time).

- 4 **Adequate:** Skill is developed/implemented most of the time and needs continued refinement or consistency. Student is aware and can modify behavior in-session, and can self-evaluate. Problem-solving is independent. Supervisor acts as a collaborator to plan and suggest possible alternatives (skill is present 76-90% of the time).

- 5 **Consistent:** Skill is consistent and well developed. Student can modify own behavior as needed and is an independent problem-solver. Student can maintain skills with other clients, and in other settings, when appropriate. Supervisor serves as consultant in areas where student has less experience; Provides guidance on ideas initiated by student (skill is present >90% of the time).

Grading Scale

SLHS 694-First Registration

Start	End	Letter
4.00	5.00	A
3.66	3.99	A-
3.35	3.65	B+
3.04	3.34	B
2.73	3.03	B-
2.42	2.72	C+
2.11	2.41	C
1.80	2.10	D
1.00	1.79	F

SLHS 695, 696

Start	End	Letter
4.27	5.00	A
3.96	4.26	A-
3.65	3.95	B+
3.34	3.64	B
3.03	3.33	B-
2.72	3.02	C+
2.41	2.71	C
2.10	2.40	D
1.00	2.09	F

SLHS 698

Start	End	Letter
4.57	5.00	A
4.26	4.56	A-
3.95	4.25	B+
3.64	3.94	B
3.33	3.63	B-
3.02	3.32	C+
2.71	3.01	C
2.40	2.70	D
1.00	2.39	F