Department of Speech-Language-Hearing Sciences  
University of Minnesota  

STUDENT PERFORMANCE REVIEW  
Speech-Language Pathology 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:

Goal 2

Assessed how:

Goal achieved:

Goal 3

Assessed how:

Goal achieved:

Goal 4

Assessed how:

Goal achieved:

Goal 5

Assessed how:

Goal achieved:
### Evaluation Skills

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

1. Administers, scores, and documents screening instruments accurately.
   - **Midterm**
     - ABS
     - EMER
     - PRES
     - CON
     - NA/NO
   - **Final**
     - ABS
     - EMER
     - PRES
     - CON
     - NA/NO

2. Familiarizes self with available information regarding the client and disorder.
   - **Midterm**
     - ABS
     - EMER
     - PRES
     - CON
     - NA/NO
   - **Final**
     - ABS
     - EMER
     - PRES
     - CON
     - NA/NO

3. Uses interview techniques appropriately to elicit relevant information.
   - **Midterm**
     - ABS
     - EMER
     - PRES
     - CON
     - NA/NO
   - **Final**
     - ABS
     - EMER
     - PRES
     - CON
     - NA/NO

4. Selects appropriate assessment tools.
   - **Midterm**
     - ABS
     - EMER
     - PRES
     - CON
     - NA/NO
   - **Final**
     - ABS
     - EMER
     - PRES
     - CON
     - NA/NO

5. Performs accurate and thorough evaluation of the oral mechanism.
   - **Midterm**
     - ABS
     - EMER
     - PRES
     - CON
     - NA/NO
   - **Final**
     - ABS
     - EMER
     - PRES
     - CON
     - NA/NO

6. Administers tests according to standardized procedures and records diagnostically significant behavior accurately.
   - **Midterm**
     - ABS
     - EMER
     - PRES
     - CON
     - NA/NO
   - **Final**
     - ABS
     - EMER
     - PRES
     - CON
     - NA/NO

7. Scores and interprets standardized assessments appropriately.
   - **Midterm**
     - ABS
     - EMER
     - PRES
     - CON
     - NA/NO
   - **Final**
     - ABS
     - EMER
     - PRES
     - CON
     - NA/NO

8. Designs, administers, and interprets nonstandardized observations and assessments.
   - **Midterm**
     - ABS
     - EMER
     - PRES
     - CON
     - NA/NO
   - **Final**
     - ABS
     - EMER
     - PRES
     - CON
     - NA/NO

9. Modifies testing procedures to accommodate special needs unique to specific clients (e.g., ESL, sign, nonverbal, etc.).
   - **Midterm**
     - ABS
     - EMER
     - PRES
     - CON
     - NA/NO
   - **Final**
     - ABS
     - EMER
     - PRES
     - CON
     - NA/NO

10. Identifies client's verbal and nonverbal cues (e.g., fatigue, on-off time, etc.).
    - **Midterm**
      - ABS
      - EMER
      - PRES
      - CON
      - NA/NO
    - **Final**
      - ABS
      - EMER
      - PRES
      - CON
      - NA/NO

11. Uses appropriate verbal and nonverbal reinforcers effectively.
    - **Midterm**
      - ABS
      - EMER
      - PRES
      - CON
      - NA/NO
    - **Final**
      - ABS
      - EMER
      - PRES
      - CON
      - NA/NO

12. Makes recommendations leading to appropriate case management, including referrals.
    - **Midterm**
      - ABS
      - EMER
      - PRES
      - CON
      - NA/NO
    - **Final**
      - ABS
      - EMER
      - PRES
      - CON
      - NA/NO

**Tests administered in this setting:**
1. __________________________________________
2. __________________________________________
3. __________________________________________
4. __________________________________________

**Comments:**
____________________________________________________________________________________
____________________________________________________________________________________
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Instrumentation and Sensory Aids

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

1. Checks client's assistive communication devices (including hearing aids) and/or clinical instrumentation to verify proper functioning.
   Midterm
   Final

2. Uses instrumentation and records data accurately to measure speech/voice/swallowing function.
   Midterm
   Final

3. Identifies artifacts in data collection and troubleshoots equipment problems.
   Midterm
   Final

Comments:

______________________________________________________________________________
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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.
   Midterm
   Final

2. Selects and uses materials and activities that are appropriate for the client's developmental level and needs.
   Midterm
   Final

3. Plans activities in a therapy session that address objectives and follow a logical sequence.
   Midterm
   Final

4. Comes to session prepared with treatment plan and materials, including alternate treatment strategies.
   Midterm
   Final

5. Demonstrates flexibility. Can adapt to unforeseen changes in routine
   Midterm
   Final

6. Uses allotted time efficiently.
   Midterm
   Final

7. Collects and interprets data regularly to evaluate client's performance.
   Midterm
   Final

8. Manages the environment to promote behavior that is conducive to learning.
   Midterm
   Final

9. Uses prompts and reinforcement effectively to meet the client's needs.
   Midterm
   Final
10. In group settings, manages dynamics, and intervenes when dynamics are inappropriate or negative.

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Clinical Records

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

1. Maintains accurate and complete chart records of client contacts.

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2. Writes concise reports that present evaluation results, treatment progress, and recommendations, using appropriate terminology, grammar, and spelling.

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3. Writes reports in a style appropriate to the reader.

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Interpersonal Communication

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

1. Establishes and maintains rapport.

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2. Demonstrates communication style appropriate to the client and family.

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3. Facilitates open communication. Provides opportunities for clients and others to speak and responds to the family's concerns, questions, or needs.

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4. Communicates pertinent clinical results clearly and sensitively.

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5. Shows the ability to express opinions diplomatically, listen to others, and reach consensus with other professionals and peers.

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6. Objectively evaluates own behaviors and recognizes strengths and limitations.

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7. Requests assistance from supervisor or other professionals when appropriate.

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8. Responds to suggestions and criticism from supervisor in a constructive manner and changes behaviors accordingly.

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9. Demonstrates clinical confidence and independence.

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Comments:

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Professionalism

Rate each item below as YES or NO:

1. Attends all planned sessions and meetings on time and participates in discussions.

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2. Demonstrates behaviors and attitude that ensure safety and protection of clients at all times.

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3. Participates equitably by sharing workload and information with peers and supervisor.

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4. Maintains professional appearance and conduct appropriate for job duties and work setting.

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5. Maintains office and clinical space and clinical materials appropriately.

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6. Maintains confidentiality and client's right to privacy.

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7. Follows OSHA universal precautions guidelines.

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8. Adheres to the ASHA Code of Ethics.

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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 a brief “bulleted” response 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?**