

LICENSE VERIFICATION

Thank you for agreeing to work with and supervise an Indiana State University student. We appreciate the important role that you play in preparing future speech-language pathology (SLP) professionals.

ASHA requires our program to verify that each individual providing supervision to one of our speech-language pathology students holds SLP credentials (licenses) consistent with state requirements.

Please complete and return this form by the end of the first week of the student's school practicum or hospital internship with you.

Placement Site Name: _____

For placement sites in Indiana:

	Supervisor's Name(s)	ASHA Certification Number	Indiana Profession Licensing Agency SLP License Number	Signature
1				
2				
3				

If you are providing supervision to one of our students at a school or medical setting in a state other than Indiana, please provide the information in the following format:

	Supervisor's Name(s)	ASHA Certification Number	Please specify the type/source of SLP license you have that qualifies you to provide supervision to SLP students	License Number	Signature
1					
2					
3					

Please mail this form to Program Director, Communication Disorders Program, Bayh College of Education, Room 226, Indiana State University, Terre Haute, IN 47809 within seven days of the student's start date.

Indiana State University - Communication Disorders Program

Content Standards Form for Clinic, School Practicum, and Hospital Practicum (revised 2/12/08)

Student SLP _____ Semester/Year _____

Enrolled in: UG Clinic I ____, UG Clinic II ____, Grad Clinic I ____, Grad Clinic II ____, Grad Clinic III ____,
School Practicum ____, or Hospital Externship ____.

Site Name(s)/Location(s) _____

Name of Supervising SLP _____ ASHA # _____

Summary Table Instructions and Rating Key:

Circle only one of the letters located in the first three columns for each content standard based on your evaluation/observation of the student's performance on the following content standards

Exceed Expectations

E = Demonstrates clear, superb mastery and comfort/confidence on all indicators

Meets Expectations

M = Demonstrates adequate mastery of this knowledge/skill area and evidences no deficiencies that would compromise client safety or seriously compromise quality of service

Does Not Meet Expectations

D = Demonstrates inadequate mastery of this knowledge/skill area and/or evidences deficiencies that would compromise client safety or seriously compromise quality of service

No Basis for Rating

N = No Basis for Rating (Not Applicable)

Knowledge of Disorders/Differences

E	M	D	N	CD 2.1	Processes/demonstrates knowledge of the nature of articulation disorders
E	M	D	N	CD 2.2	Possesses/demonstrates knowledge of the nature of fluency disorders
E	M	D	N	CD 2.3	Possesses/demonstrates knowledge of the nature of voice and resonance disorders
E	M	D	N	CD 2.4	Possesses/demonstrates knowledge of the nature of receptive and expressive language disorders
E	M	D	N	CD 2.5	Possesses/demonstrates knowledge of the nature of hearing disorders
E	M	D	N	CD 2.6	Possesses/demonstrates knowledge of the nature of swallowing disorders
E	M	D	N	CD 2.7	Possesses/demonstrates knowledge of the nature of cognitive aspects of communication
E	M	D	N	CD 2.8	Possesses/demonstrates knowledge of the nature of social aspects of communication
E	M	D	N	CD 2.9	Possesses/demonstrates knowledge of the knowledge of the nature of communication modalities

Prevention Activities

E	M	D	N	CD 3.1	Possesses/demonstrates knowledge of the principles and methods of prevention
---	---	---	---	--------	--

over→

Evaluation Activities

E	M	D	N	CD 4.1	Conducts Screenings
E	M	D	N	CD 4.2	Carries out prevention procedures
E	M	D	N	CD 4.3	Collects case history information and integrates information from clients, family, caregivers, teachers, relevant others, and other professionals
E	M	D	N	CD 4.4	Selects and administers appropriate evaluation procedures such as behavioral observations, nonstandardized and standardized testing, and instrumental procedures
E	M	D	N	CD 4.5	Adapts evaluation procedures to meet the client's needs
E	M	D	N	CD 4.6	Interprets, integrates, and synthesizes all information to develop diagnoses and make appropriate recommendations for intervention
E	M	D	N	CD 4.7	Completes administrative and reporting functions necessary to support evaluation
E	M	D	N	CD 4.8	Refers clients for appropriate services

Intervention Activities

E	M	D	N	CD 5.1	Develops setting - appropriate intervention plans with measurable and achievable goals that meet client's needs
E	M	D	N	CD 5.2	Implements intervention plans and involves clients and relevant others in the intervention process
E	M	D	N	CD 5.3	Selects or develops appropriate materials and instrumentation for prevention and intervention
E	M	D	N	CD 5.4	Measures and evaluates clients performance and progress
E	M	D	N	CD 5.5	Modifies intervention plans
E	M	D	N	CD 5.6	Complete administrative and reporting functions necessary to support intervention
E	M	D	N	CD 5.7	Identifies and refers clients for appropriate services

Professionalism

E	M	D	N	CD 6.1	Communicates effectively, recognizes the needs, values, preferred mode of communication, and cultural/linguistic backgrounds of the clients, family, caregivers, and relevant others
E	M	D	N	CD 6.2	Collaborates with other professionals in case management
E	M	D	N	CD 6.3	Provide counseling regarding communication and swallowing disorders to clients, family, caregivers, and relevant others
E	M	D	N	CD 6.4	Adheres to the ASHA Code of Ethics
E	M	D	N	CD 6.5	Behaves professionally

This student worked with me approximately _____ hours with clients.

I would recommend an overall grade of (note a letter except for school practicum which is S/U) _____.

Supervisor Signature: _____ ASHA #: _____ Date: _____

Student Signature verifying that report was reviewed: _____ Date: _____

BEHAVIOR INDICATORS FOR ASHA CONTENT STANDARDS

Knowledge of Disorders

CD 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9: Processes/demonstrates knowledge of the nature of articulation, fluency, voice and resonance, receptive and expressive language, hearing, and swallowing disorders, cognitive aspects of communication, social aspects of communication, and the nature of communication modalities.

- Translates theory into practice
- Explains typical characteristics
- Utilizes correct terminology to describe client's disorder/difference
- Relates generic information of etiology to specific client
- States relevant sources of information
- Interprets client's information in the context of relevant cultural variations/factors and available norms

Prevention

C.D. 3.1: Possesses/demonstrates knowledge of the principles and methods of prevention

- Identifies disorder specific prevention activities appropriate for client
- States relevant sources of information
- Explains prevention plan to client and families
- Provides educational materials appropriate for client
- Differentiates prevention from intervention and assessment

Evaluation Activities

CD 4.1: Conducts Screenings

- Selects appropriate screening tools
- Administers screening tools appropriately
- Interprets screening tools
- Documents results
- Utilizes universal precautions in screening
- Modifies screening as appropriate to individual
- Completes screening in effective and timely fashion

CD 4.2: Carries out prevention procedures

- Demonstrates ability to work with team members to meet prevention needs
- Develops setting appropriate monitoring procedures (i.e. arm bands signifying a diet modification)
- Provides inservice/staff training
- Prepares prevention materials for families and community

CD 4.3: Collects case history information and integrates information from clients, family, caregivers, teachers, relevant others, and other professionals

- Extracts pertinent information from files and summarizes in the written report
- Collects relevant case history information from multiple sources
- Asks appropriate questions (case/disorder specific) and follows up as needed (flexible)
- Adapts interview to meet cultural characteristics of client or caregiver
- Includes appropriate level of detail
- Organizes information in usable format
- Reports information accurately
- Summarizes important information for written case history
- Compiles case history efficiently and in a timely fashion
- Uses open ended questions

CD 4.4: Selects and administers appropriate evaluation procedures such as behavioral observations, nonstandardized and standardized test, and instrumental procedures

- Determines appropriate format of assessment
- Selects and executes instrumental evaluation when appropriate
- Uses appropriate tests to build on screening, case history, and reference information
- Establishes rapport with test taker prior to evaluating
- Explains purpose of procedures to client and family
- Demonstrates familiarity with diagnostic procedures used
- Selects procedures based on developmental level
- Uses appropriate reinforcement and feedback during testing
- Administers tests according to standardized procedures
- Utilizes dynamic assessment (test - teach- test) format as appropriate
- Uses assessment strategies to involve client in self-assessment activities
- Utilizes universal precautions in assessment
- Scores tests accurately and completely
- Administers procedures in effective and timely fashion

CD 4.5: Adapts evaluation procedures to meet the client's needs

- Makes cultural adaptations including use of interpreters
- Explains reasons for modifying evaluation procedures to clients and others
- Organizes diagnostic so that the most critical part is done early
- Adapts for physical limitations of client (visual, auditory)
- Modifies instructions to meet client's individual needs
- Adapts for cognitive limitations of client
- Identifies whether adaptations remain within standard procedures guidelines
- Documents adaptations on testing form and utilization of normative information
- Evaluates effectiveness of modifications/adaptations

CD 4.6: Interprets, integrates, and synthesizes all information to develop diagnoses and make appropriate recommendations for intervention

- Interprets results of diagnostic procedures accurately
- Summarizes client's strengths and weaknesses to facilitate understanding and interpretation
- Interprets diagnostic in light of established therapy enrollment policy
- Uses formal and informal assessment to make intervention decisions
- Consults and collaborates with team/test members/committee
- Interprets results consistent with cultural variations
- Utilizes diagnostic information to develop long and short term functional intervention goals

CD 4.7: Completes administrative and reporting functions necessary to support evaluation

- Follows all established enrollment procedures/policies of facility
- Meets facility timelines
- Reports diagnostic trends and findings
- Uses appropriate verbal and written terminology and language to share results with others
- Adjusts personal writing style to meet facility preferences
- Utilizes prior developed templates(headings) to facilitate report writing
- Collaborates on unified "team reports" (when appropriate)
- Uses culturally appropriate terminology in reporting
- Obtains necessary signatures

CD 4.8: Refers clients for appropriate services

- Obtains consent for sharing of information
- Compiles and shares list of appropriate referral sources
- Makes referrals within and outside the agency
- Uses appropriate forms to make referrals
- Follows appropriate steps in making a medical referral
- Facilitates networking among care providers
- Obtains written and verbal reports subsequent to referral
- Makes electronic referrals appropriately

Intervention Activities

CD 5.1: Develops setting - appropriate intervention plans with measurable and achievable goals that meet client's needs

- Develops observable measurable goals
- Uses diagnostic information to develop goals
- Creates curriculum or vocational based goals
- Incorporates client and family into goal development
- Includes goals that target impairment activities and participation
- Identifies improvement and maintenance goals
- Writes goals that specify percentages, levels of support, and setting variables within goals
- Plans for compensation (i.e., logs, behavior plans, or memory strategies) and generalization
- Identifies dismissal criteria at time of goal development

CD 5.2: Implements intervention plans and involves clients and relevant others in the intervention process

- Provides rationale for therapeutic techniques and research basis when appropriate
- Gives verbal and written directions clearly
- Selects variety of settings to target goals
- States purpose of therapy tasks
- Communicates intervention plan to others
- Identifies facility based obstacles (environmental, people, and policies) to intervention
- Organizes structure of the session for maximum learning
- Maximizes time on task
- Reinforces by naturalistic means
- Provides client with specific, appropriate, accurate feedback about performance
- Keeps data on intervention goals
- Involves clients with data collection, charting, and self evaluation
- Conducts appropriate group and individual intervention
- Provides for carryover/home activities to support therapy goals
- Implements lessons that are culturally sensitive
- Utilizes universal precautions in remediation

CD 5.3: Selects or develops appropriate materials and instrumentation for prevention and intervention

- Provides prevention/intervention materials
- Uses developmentally appropriate material
- Uses curriculum/vocationally based materials
- Uses materials that maximize appropriate on- task behavior
- Culturally sensitive materials
- Uses materials and instrumentation that result in appropriate number and quality of responses
- Adapts available materials/technologies to meet client's needs
- Manipulates material/instrumentation appropriately

CD 5.4: Measures and evaluates clients performance and progress

- Applies theory and research data to treatment
- Clearly identifies targets
- Develops appropriate scoring system
- Takes accurate and consistent data
- Records raw data (frequency, rate, or latency) and calculates measurements accurately
- Notes subjective factors that affect performance
- Measures and evaluates performance on-line
- Compares data obtained with data expected and plans/modifies accordingly
- Identifies patterns of behavior and progress
- Utilizes graphs and charts to illustrate progress
- Completes client "report cards" and "progress reports" in timely fashion

CD 5.5: Modifies intervention plans

- Identifies intervention activities in need of modification
- Compares data obtained with data expected and plans modifications accordingly
- Adapts activities within and between sessions
- Explains rationale for modifications to all team members
- Modifies sessions to accommodate each client's individual needs and values
- Makes appropriate modifications for cultural/linguistic differences
- Terminates treatment when discharge criteria have been met

CD 5.6: Complete administrative and reporting functions necessary to support intervention

- Completes all required documents in a timely fashion
- Participates actively in intervention planning meeting (utilization review)
- Completes plan of care documentation
- Completes documentation necessary to gain reimbursement
- Reports progress accurately
- Maintains facility appropriate, up-to-date records/logs
- Matches sample report's style, organization, and content
- Uses appropriate syntax, grammar, tone, spelling, punctuation, paragraph structure, and heading in reports
- Uses culturally appropriate terminology in reporting
- Maintains reports confidentially

CD 5.7: Identifies and refers clients for appropriate services

- Obtains consent for sharing of information
- Compiles and shares list of appropriate referral sources
- Makes referrals within and outside the agency
- Uses appropriate forms to make referrals
- Makes electronic referrals appropriately
- Follows appropriate steps in making medical referrals
- Follows up to obtain written and verbal reports subsequent to referral
- Makes appropriate semester to semester continuation recommendations
- Maintains and monitors referral list

CD 6.1: Communicates effectively, recognizes the needs, values, preferred mode of communication, and cultural/linguistic backgrounds of the clients, family, caregivers, and relevant others

- Models effective communication strategies in therapeutic interactions
- Communicates and promotes appropriate and respectful language and topics in individual, group and classroom settings
- Accepts various modes of communications
- Speaks with appropriate English in professional settings
- Communicates without jargon
- Explains professional terminology used
- Verifies that others understand information being conveyed
- Treats others respectfully and uses appropriate titles
- Projects a positive attitude when interacting with others
- Uses appropriate body language
- Communicates information in an organized manner
- Adapts communication based on cultural differences and backgrounds
- Actively seeks out information to facilitate communication across cultures

CD 6.2: Collaborates with other professionals in case management

- Consults with supervisors or clinical experts
- Communicates an openness for various opinions/priorities for intervention
- Demonstrates professionalism
- Incorporates interdisciplinary goals
- Utilizes interpreters when needed
- Adheres to meeting schedules and timelines
- Exhibits interest in and enthusiasm for the team member's individual efforts
- Negotiates compromises or mutually agreeable outcomes
- States minority opinion when appropriate

CD 6.3: Provide counseling regarding communication and swallowing disorders to clients, family, caregivers, and relevant others

- Identifies concerns of clients and caregivers
- Educates clients, families, and caregivers concerning disorder characteristics and options
- Provides relevant and up-to-date information to caregivers
- Uses appropriate problem solving/counseling techniques
- Demonstrates cultural sensitivity when providing counseling

CD 6.4: Adheres to the ASHA Code of Ethics

- Accesses and interprets the code of ethics
- Identifies potential ethical challenges in case management
- Identifies personal limitations and seeks assistance/additional information concerning ethical issues
- Holds paramount the welfare of persons they serve professionally
- Participates in research and scholarly activities
- Achieves and maintains professional competence
- Promotes public understanding of the profession
- Supports the development of devices designed to fulfill the unmet need of the public
- Provides accurate information in all communications involving any aspect of the profession
- Maintains a professional relationship with colleagues, students, and members of allied professions

CD 6.5: Behaves professionally

- Demonstrates professional initiative participates in continuous quality self improvement activities
- Accepts and utilizes constructive criticism
- Adopts appropriate dress and attire for the work setting
- Maintains appropriate attendance and participation
- Serves as advocate for clients and profession
- Identifies personal limitations and seeks assistance/additional information
- Uses resources to make clinical choices
- Keeps accurate count of clinical hours
- Uses appropriate professional title (student clinician)
- Follows laws and guidelines
- Networks with professional colleagues
- Identifies and uses community resources

KASA Skill Demonstration Summary Form (7/22/03)

Client's Age Group (circle one) - Child or Adult

Student _____ Semester _____

Client's Initials _____ Supervisor's Name _____ Date _____

Disorder/Difference Areas								
Articulation								
Fluency								
Voice and resonance								
Receptive and expressive language								
Hearing								
Swallowing								
Cognitive aspects								
Social aspects								
Communication modalities								

1. Place an X in the appropriate box if the student has demonstrated the skills listed below with appropriate independence, consistency, accuracy, and application of background knowledge as the student interacted with the client in the 9 possible disorder areas.

2. This form needs to be completed by the supervisor by the end of each semester, shared with the student, and submitted to the clinic director for review before information is added to the student's cumulative record in the main office.

Evaluation

- a. Conduct screening and prevention procedures (including prevention activities)
- b. Collect case history information and integrate information
- c. Select and administer appropriate evaluation procedures
- d. Adapt evaluation procedures to meet client/patient needs
- e. Interpret, integrate, and synthesize all information to develop diagnosis and intervention plan
- f. Complete administrative and reporting functions
- g. Refer client/patient for appropriate services

Intervention

- a. Develop setting-appropriate intervention plans with measurable and achievable goals
- b. Implement intervention plan
- c. Select and develop appropriate materials and instrumentation
- d. Measures and evaluates client's performance and progress
- e. Modify intervention plans, strategies, materials, or instrumentation as appropriate
- f. Completes administrative and reporting functions
- g. Identify and refer clients for appropriate services

Disorder/Difference Areas	
Articulation	
Fluency	
Voice and resonance	
Receptive and expressive language	
Hearing	
Swallowing	
Cognitive aspects	
Social aspects	
Communication modalities	

Interaction and Personal Qualities

- a. Communicates effectively recognizing needs, values, preferred mode of communication and cultural linguistic background
- b. Collaborates with other professionals in case management
- c. Provide counseling regarding communication and swallowing disorders
- d. Adhere to ASHA code of ethics and behave professionally

Supervisor Signature _____ ASHA # _____ Date _____

Descriptors for Completing the KASA Form

Articulation

Fluency

**Voice and resonance, including
respiration and phonation**

**Receptive and expressive language
(phonology, morphology, syntax,
semantics, and pragmatics) in
speaking, listening, reading, writing,
and manual modalities**

**Hearing, including the impact on
speech and language**

**Swallowing (oral, pharyngeal,
esophageal, and related functions,
including oral function for feeding;
orofacial myofunction)**

**Cognitive aspects of communication
(attention, memory, sequencing,
problem-solving, executive functioning)**

**Social aspects of communication
(including challenging behavior,
ineffective social skills, lack of
communication opportunities)**

**Communication modalities (including
oral, manual, augmentative, and
alternative communication techniques
and assistive technologies)**

P-12 Learning Environment Work Sample
to be completed by graduate clinicians only

The purpose of this project is to demonstrate your ability to have an impact on the learning environment within the school you are placed. Key components to be included in the work sample include: Environmental analysis/Scan; Problem Identification; Problem Analysis; Intervention; Data Collection and Analysis; Reflection.

Your task is to identify a 'need' within the environment (e.g., the speech pathologist's caseload, a classroom issue; scheduling). After identification you will then define and analyze the problem, design an intervention, implement the intervention and collect data, then, finally, demonstrate your ability to reflect on the outcome of the intervention.

The 'work sample' consists of a double-spaced paper that addresses the above-mentioned areas. Specific aspects that need to be included in your paper are outlined below. The work sample will be submitted with your end of semester paperwork.

- A. Environmental Scan/Needs Assessment
 - 1. Evidence of having made appropriate contact with school staff
 - 2. Analysis of data
 - a. formulates a problem
 - 3. Verifies conclusions with school staff
- B. Problem identification
 - 1. Properly identified and described
 - 2. Measurable
 - 3. Observable
 - 4. Clearly operationalized
 - 5. Presents a beginning level issue
 - 6. What overall goal will the problem address
 - 7. Allows for an observable and measurable outcome
- C. Problem analysis
 - 1. Causes of problem
 - a. reason for action research or intervention
 - 2. Barriers to success
 - 3. Available strengths
 - a. recognizable, identifiable
- D. Intervention Plan
 - 1. Methodology: Who, When, Where, How long
 - 2. Best practice (research) support/rationale
 - 3. Assessment of intervention
 - a. intended data collection
- E. Data Collection and Analysis
 - 1. What data was collected?
 - 2. What did data tell you?
- F. Reflection
 - 1. How successful was the intervention?
 - 2. What went well?
 - 3. What would you do differently?

SLP CLINICAL POPULATION

This form is to be completed by the student and submitted with the end of semester paperwork. The information on this form is required by ASHA for accreditation purposes. NOTE: You are to provide the number of clients (not hours) that were available at the school (e.g. on the caseload) for each of the categories below.

Name of School:	
City and State	
Typical number of students per supervisor:	
Types of activities students typically engage in:	

CATEGORY	AVERAGE <u>NUMBER OF CLIENTS</u> PER ACADEMIC TERM		
	Total	Children *	Adults *
ARTICULATION			
Evaluation			
Intervention			
VOICE & RESONANCE			
Evaluation			
Intervention			
FLUENCY			
Evaluation			
Intervention			
LANGUAGE DISORDERS (Receptive & Expressive)			
Evaluation			
Intervention			
SWALLOWING DISORDERS			
Evaluation			
Intervention			
COGNITIVE ASPECTS OF COMMUNICATION			
Evaluation			
Intervention			
SOCIAL ASPECTS OF COMMUNICATION			
Evaluation			
Intervention			
COMMUNICATION MODALITIES			
Evaluation			
Intervention			
HEARING			
Evaluation			
Intervention			
Other (specify)			

*Age range for adults: _____, children: _____

**INDIANA STATE UNIVERSITY, TERRE HAUTE, IN
DEPARTMENT OF COMMUNICATION DISORDERS
SUMMARY OF CLINIC PRACTICUM HOURS**

School Practicum

Student SLP _____ Semester/Year _____

Site Name(s)/Locations _____

Name of Supervising SLP _____

- Instructions:
1. Complete one sheet per school practicum site
 2. Report clock hours in tenths of hour (i.e., 7.5)
 3. Sign and date verification statement of second page

Evaluation Hours

Disorder	Client Initials	Age	Clock Hours (in tenths of hours)	Site
Articulation				
Fluency				
Voice				
Language				
Hearing/Screening				
Swallowing				
Cognitive Aspects				
Social Aspects				
Communication Modalities				

_____ DX child (total)
_____ DX adult (total)

Treatment Hours

Disorder	Client Initials	Age	Clock Hours (in tenths of hours)	Site
Articulation				
Fluency				
Voice				
Language				
Hearing				
Swallowing				
Cognitive Aspects				
Social Aspects				
Communication Modalities				

_____ TX child (total)
 _____ TX adult (total)

SUMMARY:	CHILD	ADULT
Evaluation (Dx) (from side 1)		
Treatment (Tx) (from side 2)		

TOTAL NUMBER OF PRACTICUM HOURS (in tenths of hours) on this sheet = _____

Verification Statement

I verify that this SLP student was supervised (observed) directly a minimum of 25% for treatment and 25% for evaluation for each client, and that this student obtained the clock hours reported herein.

Agreed and Approved:

_____ Supervisor's Signature

Date

ASHA certification number:

**INDIANA STATE UNIVERSITY, TERRE HAUTE, IN
DEPARTMENT OF COMMUNICATION DISORDERS
SUMMARY OF CLINIC PRACTICUM HOURS**

School Practicum

Student SLP Courtney Smith **Semester/Year** Spring 2005
Site Name(s)/Locations Anderson Elementary School
Name of Supervising SLP Betty Summers

- Instructions:**
1. Complete one sheet per school practicum site
 2. Report clock hours in tenths of hour (i.e., 7.5)
 3. Sign and date verification statement of second page

Evaluation Hours

Disorder	Client Initials	Age	Clock Hours (in tenths of hours)	Site
Articulation	Group 1	5-8	3.8	Anderson Elementary School
	Group 2	12-15	4.1	Anderson Elementary School
Fluency	Group 2	5,6	2.4	Anderson Elementary School
Voice				
Language	Group 3	5-7	3.8	Anderson Elementary School
Hearing/Screening	K-6 th grade	5-12	2.9	Anderson Elementary School
Swallowing				
Cognitive Aspects	Group B	14-15	3.5	Anderson Elementary School
Social Aspects	Group B	5-9	2.7	Anderson Elementary School
Communication Modalities	Group C	12-15	2.8	Anderson Elementary School

26 DX child (total)
 DX adult (total)

Treatment Hours

Disorder	Client Initials	Age	Clock Hours (in tenths of hours)	Site
Articulation	Group 1	5-8	16.4	Anderson Elementary School
	Group A	12-15	10.4	Anderson Elementary School
Fluency	Group 2	5-6	8.2	Anderson Elementary School
Voice				
Language	Group 3	5-7	13.5	Anderson Elementary School
Hearing				
Swallowing				
Cognitive Aspects	Group 3	5-7	7.7	Anderson Elementary School
Social Aspects	Group 4	5-9	12.7	Anderson Elementary School
Communication Modalities	Group C	12-15	12.8	Anderson Elementary School

81.7 TX child (total)
TX adult (total)

SUMMARY:		CHILD	ADULT
Evaluation (Dx)	(from side 1)	26.0	
Treatment Tx)	(from side 2)	81.7	

TOTAL NUMBER OF PRACTICUM HOURS (in tenths of hours) on this sheet

=

107.7

Verification Statement

I verify that this SLP student was supervised (observed) directly a minimum of 25% for treatment and 25% for evaluation for each client, and that this student obtained the clock hours reported herein.

Agreed and Approved:

_____ Supervisor's Signature

Date

ASHA certification number:

Supervising SLP Feedback Report

Thank you for having served as a student teacher supervisor. We are collecting some information concerning this experience. Please answer the questions below. Thank you for your assistance.

Date: _____ Semester: _____

Number of student teachers you have supervised: _____

Answer the following items by circling your choice.

Use the three point scale with 1 = unsatisfactory, 2 = satisfactory, and 3 = superb.

- | | | | |
|--|---|---|---|
| 1. My overall experience was | 1 | 2 | 3 |
| 2. The facilities in which I worked were | 1 | 2 | 3 |
| 3. The work environment of the facilities were | 1 | 2 | 3 |
| 4. The materials available at the facilities were | 1 | 2 | 3 |
| 5. My student teacher was prepared for this experience | 1 | 2 | 3 |
| 6. Involvement by the field supervisor was | 1 | 2 | 3 |
| 7. Involvement by the CD Program was | 1 | 2 | 3 |
| 8. My level of preparation as a supervisor was | 1 | 2 | 3 |

Please comment on any of the above which you rated as 1 or unsatisfactory:

Adequacy of Supervision:

I was able to supervise at least 25% of all remediation hours for each client. Yes ___ No ___

I was able to supervise at least 25% of all assessment hours for each client. Yes ___ No ___

I believe the supervision I provided was adequate. Yes ___ No ___

Adequacy of CD Program training:

I believe the CD Program has adequately trained this student for participation in the student teaching experience. Yes ___ No ___

The CD Program has done an outstanding job in training the following aspects of the school clinician's job: (please list/describe):

The CD Program should increase their training efforts in training of the following aspects of the school clinician's job: (please list/describe):

Practicum Student Feedback Report

Welcome back from your school practicum. We are collecting some information concerning your school practicum experience. Please answer the questions below. Thank you for your assistance.

Date: _____ Semester: _____ Graduate/Undergraduate: _____

Answering the following items by circling your choice.

Use the three point scale with 1= unsatisfactory, 2= satisfactory, and 3= superb.

- | | | | |
|--|---|---|---|
| 1. My overall experience was | 1 | 2 | 3 |
| 2. The facilities in which I worked were | 1 | 2 | 3 |
| 3. The work environment of the facilities were | 1 | 2 | 3 |
| 4. The materials available at the facilities were | 1 | 2 | 3 |
| 5. My supervising SLP provided supervision that was | 1 | 2 | 3 |
| 6. My field supervisor provided supervision that was | 1 | 2 | 3 |
| 7. Involvement by the CD Program was | 1 | 2 | 3 |
| 8. My level of preparation was | 1 | 2 | 3 |
| 9. My ability to take a job in the schools is | 1 | 2 | 3 |

Please comment on any of the above that you rated 1 or unsatisfactory:

Adequacy of Supervision:

I was supervised at least 25% of all remediation hours for each client. Yes _____ No _____

I was supervised at least 25% of all assessment hours for each client. Yes _____ No _____

I believe the supervision I received was adequate supervision. Yes _____ No _____

Description of Experience:

I received _____ clinical hours.

The caseload of my supervising teacher was _____ (number).

The ages of clients that we served were (circle all that apply)

Preschool Middle school Elementary school High school

The type of children I worked with included (circle all that apply)

Articulation Fluency Hearing Impaired
Language Autism Voice Other (please list)

The severity level of the children I worked with included (circle all that apply)

Mild Moderate Severe

I had experiences in (circle all that apply)

Screening Diagnostic Assessment Working with Large Group
Case Conferences Parent Conferences Individual Therapy
Pullout Therapy Collaboration/Consultation Group Therapy
Group in Classroom

My host teacher provided such a good experience that I think others should be placed with her/him. This excellent host teachers name and school are:

Minutes to Hours in Tenths Conversion Table

Minutes	Hours	in tenths	Minute s	Hours	in tenths	Minutes	Hours	in tenths
1	0		21	0.3		41	0.6	
2	0		22	0.3		42	0.7	
3	0		23	0.3		43	0.7	
4	0		24	0.4		44	0.7	
5	0		25	0.4		45	0.7	
6	0.1		26	0.4		46	0.7	
7	0.1		27	0.4		47	0.7	
8	0.1		28	0.4		48	0.8	
9	0.1		29	0.4		49	0.8	
10	0.1		30	0.5		50	0.8	
11	0.1		31	0.5		51	0.8	
12	0.2		32	0.5		52	0.8	
13	0.2		33	0.5		53	0.8	
14	0.2		34	0.5		54	0.9	
15	0.2		35	0.5		55	0.9	
16	0.2		36	0.6		56	0.9	
17	0.2		37	0.6		57	0.9	
18	0.3		38	0.6		58	0.9	
19	0.3		39	0.6		59	0.9	
20	0.3		40	0.6		60	1.0	
						61	1.0	
						62	1.0	
						63	1.0	
						64	1.0	
						65	1.0	
						66	1.1	

To convert minutes into tenths of hours,

Divide number of minutes by 60 and round down to nearest tenth.

Examples:

20 minutes / 60 minutes (per hour) = .3333 hours, then round down to 0.3 hours 0.3 hours

139 minutes / 60 minutes (per hour) = 2.316 hours, then round down to 2.3 hours 2.3 hours

5 minutes / 60 minutes (per hour) = .083 hours, then round down to 0.0 hours 0.0 hours