

California State University, Sacramento

CALIPSO Clinical Competencies

Performance Rating Scale

5 = Exceeds Performance Expectations (Minimum assistance required)

- Clinical skill/behavior well-developed, consistently demonstrated, and effectively implemented
- Demonstrates creative problem solving
- Clinical Instructor consults and provides guidance on ideas initiated by student

4 = Meets Performance Expectations (Minimum to moderate assistance required)

- Clinical skill/behavior is developed/implemented most of the time, but needs continued refinement or consistency
- Student can problem solve and self-evaluate adequately in-session
- Clinical Instructor acts as a collaborator to plan and suggest possible alternatives

3 = Needs Improvement in Performance (Moderate assistance required)

- Inconsistently demonstrates clinical skill/behavior
- Student's efforts to modify performance result in varying degrees of success
- Moderate and ongoing direction and/or support from Clinical Instructor required to perform effectively

2 = Needs Significant Improvement in Performance (Maximum assistance required)

- Clinical skill/behavior is beginning to emerge, but is inconsistent or inadequate
- Student is aware of need to modify behavior, but is unsure of how to do so
- Maximum amount of direction and support from clinical Supervisor required to perform effectively

1 = Unacceptable Performance (Maximum assistance is not effective)

- Clinical skill/behavior is not evident most of the time
- Student is unaware of need to modify behavior and requires ongoing direct instruction from Clinical Instructor to do so
- Specific direction from Clinical Instructor does not alter unsatisfactory performance

A	4.65	5.00
A-	4.50	4.64
B+	4.35	4.49
B	4.15	4.34
B-	4.00	4.14
C+	3.85	3.99
C	3.65	3.84
C-	3.50	3.64
D+	3.35	3.49
D	3.15	3.34
D-	3.00	3.14
F	1.00	2.99

Areas of Evaluation

Articulation:

Fluency:

Voice: Voice and Resonance, including respiration and phonation

Language: Receptive and expressive language (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication, and paralinguistic communication) in speaking, listening, reading, and writing

Hearing: Hearing, including the impact on speech and language

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

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

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

Augmentative and Alternative Communication Modalities: Communication modalities (including oral, manual, augmentative and alternative communication techniques and assistive technologies)

Evaluation	Articulation	Fluency	Voice	Language	Hearing	Swallowing	Cognition	Social Aspects	AAC
	Refer to Performance Rating Scale above and place number corresponding to skill level in every observed box.								
<p>1. Conducts screening and prevention procedures as applicable (std IV-D, std V-B, 1a; CTC-SLP4)</p> <p>(a) Hearing Screenings: Administers hearing screenings (including conditioning) independently to individual client. Records responses accurately; demonstrates knowledge of pass/fail criteria and refers as needed. Provides information on hearing health care.</p> <p>(b) Speech/Language Screenings: Administers speech/language screenings. Records responses accurately. Demonstrates knowledge of pass/fail criteria; discusses findings, and makes appropriate referrals.</p> <p>(c) Participates in activities related to the prevention of communication and swallowing disorders.</p>									
<p>2. Collects case history information and integrates information from clients/patients and/or relevant others (std V-B, 1b; CTC-SLP4)</p> <p>Collects case history information through focused interview questions, creates appropriate follow-up interview questions, and integrates information from clients and/or relevant others. This may be observed directly or evidenced in the history section of the client report.</p> <p>Assessment Clinic: Listens to client/caregiver responses carefully during the interview/testing and follows up with pertinent questions. Prepares interview questions and assessment sufficiently enough to be completed in the time available. Researches previous diagnoses and medical terminology as applicable to their client.</p> <p>Medical Internship: Collects case history information through chart review/review of referral information as demonstrated by being able to estimate the patient's level of performance prior to assessment.</p> <p>Public School Itinerant Internship: Collects case history information and integrates information from students, parents, and special education team members about student levels of performance in both assessment and consultative situations.</p>									
<p>3. Selects appropriate evaluation instruments/procedures (std V-B, 1c; CTC-SLP4)</p> <p>Explains the rationale for the selection of the chosen test measures and procedures.</p> <p>Speech 2: Completes assessment by the end of the 2nd week or four sessions.</p> <p>Medical Internship: Reviews appropriate tests for the setting/level of care (e.g. dysphagia protocol, cognitive/aphasia screening tools, cognitive/aphasia batteries,) and is prepared to discuss with the Clinical Instructor and selects appropriate evaluation instruments/procedures.</p> <p>Public School Itinerant Internship: Is able to select appropriate tests and/or non-standardized measures in order to adapt evaluation procedures to meet student needs for individualized assessment. Is able to effectively post-assess yearly goals and benchmarks to reflect student's current levels of performance. Is able to complete assessment of speech and language with students from multicultural and multilingual backgrounds.</p>									
<p>4. Administers and score diagnostic tests correctly (std V-B, 1c; CTC-SLP4)</p> <p>Reviews and practices the selected test sufficiently enough to administer and score diagnostic test correctly.</p>									

<p>Language 2: Reviews appropriate diagnostic (receptive/expressive, social pragmatic, academic achievement) and is prepared to discuss with the clinical instructor the rationale for the use of each selected diagnostic instrument in relationship to assigned clients.</p> <p>Speech 1: Obtains a speech sample and analyses it appropriately.</p> <p>Assessment: Administers an oral motor exam with some ease when applicable. Appropriately reinforces testing (client's) behavior rather than item correctness/incorrectness. Does not teach during the test except for the purpose of assessing stimulability</p>								
<p>5. Adapts evaluation procedures to meet client/patient needs (std V-B, 1d; CTC-SLP4) Language 1/Speech 1/Speech 3/Private Practice Internship/Special Day Class Internship: Clinician effectively manages client behavior during testing.</p> <p>Assessment - Uses an appropriate stimulus presentation rate for the client being assessed.</p> <p>Public School Itinerant Internship: Is able to involve students in evaluating their own learning.</p>								
<p>6. Possesses knowledge of etiologies and characteristics for each communication and swallowing disorder (std IV-C; CTC-SLP2) Demonstrates knowledge of etiologies and characteristics of the communication disorder (std IV-C)</p> <p>Speech 2: Identifies disfluencies by name. Distinguishes between various vocal qualities and labels each appropriately. Demonstrates etiological knowledge of voice and fluency disorders.</p> <p>Language 2: Demonstrates knowledge of etiologies and characteristics of language and learning disorders. Is able to differentiate language-based reading disorders by type. Describes the functional impact/effect of the identified language deficits.</p>								
<p>7. Interprets, integrates, and synthesizes test results, history, and other behavioral observations to develop diagnoses (std V-B, 1e; CTC-SLP4) Assessment: Uses informal, but systematic observations for the purpose of supporting formal testing</p>								
<p>8. Makes appropriate recommendations for intervention (std V-B, 1e; CTC-SLP7) Language 1/Speech 1/Language 3/Speech 3: Reviews data from the beginning of the treatment period and compares to end of semester data in an objective manner.</p> <p>Assessment: Long term goals are directly aligned with test findings, interpretation of the test findings and the client's needs.</p> <p>Medical Internship/Private Practice Internship: Establishes functional, measurable goals, and is able to indicate understanding of what can be accomplished according to the patient's current level of care.</p> <p>Special Day Class Internship: Uses the curricula for the development of language, motor, cognitive, academic, affective, and functional life skills</p>								

<p>9. Completes administrative and reporting functions necessary to support evaluation (std V-B, 1f; CTC-SLP7) Follows all required client record procedures for complete and accurate records; ensures all documentation is filed in record as required.</p>								
<p>10. Refers clients/patients for appropriate services (std V-B, 1g; CTC-SLP7) Considers eligibility criteria as needed; referrals made for appropriate clinical services based in presenting characteristics and needs.</p> <p>Public School Itinerant Internship: Is able to use evaluation results to recommend services in collaboration with the special education team and establish curriculum-relevant learning goals tied to the Common Core standards for students that are functional and measurable.</p>								
Score totals:								
Total number of items scored: Total number of points: Section Average:								
Comments:								

Intervention	Articulation	Fluency	Voice	Language	Hearing	Swallowing	Cognition	Social Aspects	AAC
	Refer to Performance Rating Scale above and place number corresponding to skill level in every observed box.								
<p>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; CTC-SLP5)</p> <p>With Clinical Instructor guidance, develops appropriate and measurable semester goals that are based on the assessment results and observations. Establishes baselines. Collaborates with clients and relevant others in the planning process.</p> <p>Reviews textbooks, course notes, and assessment and treatment methods to prepare for this clinic.</p> <p>Speech 2: Describes the functional impact of the identified speech/language/hearing problem, establishes a baseline, and develops semester goals and objectives that are reflective of the assessment findings.</p> <p>Public School Itinerant Internship: Is able to relate students' prior learning and experiences with current goals and objectives. Demonstrates an understanding of the need for informal and formal positive behavior plans and how they are implemented in the internship school district.</p> <p>Special Day Class Internship: Relates students' prior learning and experiences with current goals and objectives. Plans a unit of instruction appropriate for special education with clearly stated goals, consisting of a series of lessons in which at least one concept, skill, or topic is taught and sequenced effectively.</p>									
<p>2. Implements intervention plans that involve clients and relevant others in the intervention process (std V-B, 2b; CTC-SLP5)</p> <p>Selects and uses behavior management strategies as needed. Organizes the environment to insure maximum outcomes (orientation, materials, positioning, etc.)Special Day Class Internship: Understands developmental levels and the development of instructional and classroom management strategies appropriate to the students. Encourages group responsibility and social development. Uses a variety of appropriate pedagogical approaches in the teaching of basic academic skills in a special education setting.</p>									
<p>3. Selects or develops and uses appropriate materials/instrumentation (std V-B, 2c; CTC-SLP5)</p> <p>Identifies and uses materials/instrumentation that are motivating to the client and achieve the treatment objectives.</p> <p>Language 2: Effectively uses evidence-based methodology to treat the language and/or reading disorder by type. Prepares alternative activities as needed. Is able to discuss ONO, Expository language scaffolding, RAVE-O, Story Grammar Markers, phonological awareness materials, visual/tactile manipulatives for language expansion, and social pragmatic intervention and select an appropriate array of methodologies that meet the client's therapy needs.</p>									

<p>Public School Itinerant Internship: Is able to use appropriate materials and technology to make the curriculum accessible to students.</p>								
<p>4. Sequences tasks to meet objectives (std IV-D, CTC-SLP5)</p> <p>Demonstrates understanding of scaffolding, the hierarchy of developing a clinical task or teaching/learning process.</p>								
<p>5. Provides appropriate introduction/explanation of tasks (CTC-SLP5)</p> <p>Language 3/Medical Internship: Uses a language level appropriate for the client.</p> <p>Medical Internship: Proper measures have been taken to ensure understanding of patient's family/caregivers as well.</p>								
<p>6. Measures and evaluates clients'/patients' performance and progress (std V-B, 2d; CTC-SLP5)</p> <p>Reliably and regularly takes accurate data in order to measure client progress.</p> <p>Provides the client with immediate and specific feedback as to the accuracy of client responses with appropriate reinforcement.</p> <p>Speech 2/Public School Itinerant Internship: Distinguishes the target from error productions and provides the client with timely, qualitative feedback, not only reinforcement.</p> <p>Speech 2: Checks client's written homework program.</p>								
<p>7. Uses appropriate models, prompts or cues. Allows time for patient response (CTC-SLP3)</p>								
<p>8. Modifies intervention plans, strategies, materials, or instrumentation to meet individual client/patient needs (std V-B, 2e; CTC-SLP3)</p> <p>Language 2: Sequences tasks to meet objectives. Demonstrates effective behavior management through the selection of reinforcements that match the difficulty level of the objective and the needs of the client.</p> <p>Speech 2: Appropriately gauges the client's level of understanding and modifies intervention plans, strategies, materials, or instrumentation to meet client needs.</p> <p>Public School Itinerant Internship/Special Day Class Internship: Is able to respond to each student's diverse needs in both individual and group instruction by varying instructional strategies. Is able to engage students in problem solving and critical thinking. Is able to demonstrate an awareness of multicultural issues and their impact on a student's performance in therapy sessions, group lessons, and the curriculum. Is able to match the specific needs of each student by modifying activities or integrating new methods that allow for sensory needs, attention deficits, increased activity level, etc. Recognizes the potential for individual student's behavior disintegration in the classroom and is able to develop behavior management strategies and/or lesson modifications as necessary. Understands positive behavior plans and how they are implemented in the internship school district.</p>								

Special Day Class Internship: Demonstrates effective overall classroom management so that the students' attention is maintained at the highest level possible.									
9. Identifies and refers patients/clients for services as appropriate (std V-B, 2g; CTC-SLP3) Considers criteria for dismissal based on appropriate data. Recommends continuation of services and selects appropriate service delivery and intensity of services.									
Score totals:	0	0	0	0	0	0	0	0	0
Total number of items scored: 0 Total number of points: 0 Section Average: 0									
Comments:									

Professional Practice, Interaction, and Personal Qualities	Score
<p>1. Possesses foundation for basic human communication and swallowing processes (std IV-B; CTC-SLP3) Attends all weekly conferences with the Clinical Instructor and discusses foundation for basic human communication disorders and/or swallowing disorders associated with the clinic.</p> <p>Assessment - Clinician conferences with the Clinical Instructor prior to assessment and discusses foundation for basic human communication disorders associated with client's specific diagnosis.</p>	
<p>2. Possesses the knowledge to integrate research principles into evidence-based clinical practice (std IV-F; CTC-SLP2)</p> <p>Reviews books, research articles and lecture notes pertinent to ensure adherence to evidence-based clinical practice</p>	
<p>3. Possesses knowledge of contemporary professional issues and advocacy (includes trends in professional practice, ASHA practice policies and guidelines, and reimbursement procedures) (std IV-G; CTC-SLP7) Public School Itinerant Internship: Is able to understand the legal processes and demands of the Individual Education Plans as specified under IDEA. Is able to demonstrate knowledge of Common Core standards and how speech and language ability affects the student's performance in the academic curriculum.</p>	
<p>4. 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; CTC-SLP5)</p>	
<p>5. Establishes an effective therapeutic relationship with the client and caregivers (i.e. emotionally-safe, promotes fairness, respect and supports productive treatment/assessment sessions) (CTC-SLP5)</p>	
<p>6. Provides counseling regarding communication and swallowing disorders to clients/patients, family, caregivers, and relevant others (std V-B, 3c; CTC-SLP5)</p>	
<p>7. Collaborates with other professionals in case management (std V-B, 3b; CTC-SLP7) Asks for help from Clinical Instructor/Master Teacher when appropriate.</p> <p>Public School Itinerant Internship/Special Day Class Internship: Is able to establish a professional working relationship: Shares expertise appropriately, does not share too much personal information, is able to lead and direct, dresses appropriately, and uses appropriate patterns of speech and language for the student and/or family members.</p>	
<p>8. Displays effective oral communication with patient, family, or other professionals (std V-A; CTC-SLP5) Clearly and professionally communicates the goal and the desired behaviors for each goal to the client and/or caregiver, and to discuss progress or lack thereof.</p> <p>On-Campus Clinics: Is prepared to discuss all department forms coherently, effectively and submits them promptly.</p> <p>Public School Itinerant Internship: Is able to clearly and effectively report assessment results orally to parents and other professionals in an IEP meeting and in informal situations. Is able to appropriately discuss therapy and/or curriculum progress or lack thereof with family members, regular education staff, and special education staff. Demonstrates an understanding of appropriate register shifts when communicating with each group. Chooses appropriate language to support clear communication.</p>	
<p>9. Adheres to the ASHA Code of Ethics and conducts him or herself in a professional, ethical manner (std IV-E, std V-B, 3d; CTC-SLP5) Maintains client confidentiality and complies with HIPAA regulations.</p>	
<p>10. Prepares sufficiently and is prompt with the initiation of and termination of each therapy session. (CTC-SLP5) Public School Itinerant Internship: Is able to use instructional time effectively. Is able to demonstrate knowledge of scheduling techniques that meet the needs of both staff and students.</p>	
<p>11. Implements advice/guidelines/recommendations of the Clinical Instructor promptly (CTC-SLP7)</p>	

Reviews Clinical Instructor's session comments, initials them and responds as appropriate.	
<p>12. Maintains awareness of and complies with department and clinic/facility policies (CTC-SLP5) Notifies the Clinical Instructor of any client or clinician absences, per department and clinic policies. Complies with the department/facility dress code.</p> <p>Public School Itinerant Internship/Special Day Class Internship: Complies with school district reporting functions in order to measure and evaluate students' performance and progress. Is able to recognize and understand the role that Response to Intervention (RTI) plays in the district and participates in these activities according to school district regulations and master clinician guidance. Arrives on time, attends all required meetings, and demonstrates an awareness of appropriate communicative interactions and the hierarchical supervision structure of the school district (administrators, site administrators, etc.). Is able to demonstrate an understanding of regular and special education student files and the materials therein included.</p> <p>Special Day Class Internship: Maintains clear, concise records and student portfolio/gradebook that tracks progress effectively and meets school district requirements.</p>	
Total number of items scored: Total number of points: Section Average:	
Comments:	

Clinical Writing	Score
<p>1. Displays effective written communication for all professional correspondence (std V-A; CTC-SLP5) Public School Itinerant Internship/Special Day Class Internship: Is able to demonstrate an ability to complete and submit paperwork that meets district timeline requirements. Is able to complete all paperwork in a timely fashion and demonstrates an awareness of required paperwork submission deadlines as required by IDEA.</p>	
<p>2. Edits to ensure documentation is free of errors in sentence structure, grammar, spelling, punctuation and capitalization. No typographical errors are present</p>	
<p>3. Written work adheres to the appropriate format and is coherent and appropriate for the defined audience Language 3: Develops and writes a paragraph indicating an understanding of the functional impact of the speech/language/hearing/cognitive disorder on the client's and/or caregiver's life. Public School Itinerant Internship: Is able to produce a clear, coherent, defensible report that accurately describes the student in all areas of Speech (artic, voice, and fluency) and Language (receptive and expressive domains) and makes connections to the student's performance in the curriculum. Is able to accurately prepare Individual Education Plans.</p>	
<p>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).</p>	
<p>5. Writes goals and objectives that address the area of need/baseline and are S.M.A.R.T. (specific, measureable, attainable, results-oriented and timely). Assessment - Writes functional long-term goals. Public School Itinerant Internship/Special Day Class Internship: Is able to write appropriate curriculum relevant goals and benchmarks that reference Common Core Standards and are observable and measureable. Is able to prepare adequately detailed lesson plans for effective instruction. Writes Individualized Education Plans (IEPs) accurately and clearly</p>	
<p>6. Understands the difference between written semester goal and daily objectives. Public School Itinerant Internship: Is able to indicate an understanding of the distinction between a daily objective and a yearly goal and benchmarks. Is able to develop appropriate therapy objectives related to the established yearly goal and benchmarks.</p>	
<p>7. Displays effective written communication in all professional writing. Speech 2/Public School Itinerant Internship/Special Day Class Internship: Creates a written home program for the client and caregivers as appropriate. Assessment: Provides the client/caregiver with a well-written and descriptive closing conference outline.</p>	
<p>8. Demonstrates appropriate writing style by selecting the appropriate tone, sentence length, phrasing and use of professional terminology.</p>	
<p>9. Assesses his/her own writing and develops strategies for addressing weaknesses</p>	
<p>10. Completes daily therapy log/charting, lesson plans, SOAP notes in a timely manner. Reports and subsequent drafts are completed according to established deadlines. Assessment - Assessment Plan, Assessment Report and subsequent drafts are completed according to established deadlines. Special Day Class Internship: Regularly develops clearly-stated lesson plans in which the instructional objectives, teaching strategies, classroom materials, and assessment plans are coordinated, consistent with each other, and related to subjects commonly taught in public schools.</p>	
<p>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</p>	

Total number of items scored: Total number of points: Section Average:

Comments:

Midterm Evaluation (Strengths/Areas Needing Improvement):

Final Evaluation (Strengths/Areas Needing Improvement):

Remediation Plan

Total points (all sections included): ____ Adjustment: divided by total number of items ____
Evaluation score: ____
Letter grade ____
Quality points: ____