

## Clinical Practicum Student Assessment - CDIS 501 Practicum I

Semester:  Fall  Spring  Summer

Year: \_\_\_\_\_  Mid-Term  Final

The CPSA is a survey-based tool designed to measure clinical performance based on general and specific competencies outlined in the KASA standards set forth by ASHA and the skills outcomes determined by the ENMU Communicative Disorders Program. In order to complete the CPSA you will need to indicate your student clinician's practicum level (i.e., CDIS 501, 502, 503, 505, or 589). Please ask your student clinician to supply the course number that corresponds to their practicum level prior to filling out the CPSA.

It is recommended that your student clinician print a copy of the assessment and self-rate their competencies prior to meeting with you. Reviewing and comparing the student clinician's ratings to your own is a good way to start a discussion about their clinical performance. After you have met with your student, you will post your CPSA ratings online.

When you are ready to post your ratings, use the CPSA link that was sent to you to open the online CPSA survey. Completing the CPSA online will take about 5-10 minutes. Spaces for your comments have been provided, but are not required. While completing the CPSA you may move forward and backwards in a section without losing your responses. In addition, you may go back to previous pages and update your responses until the CPSA is submitted or exited. There is a save option on the final page if you would like a copy of the CPSA for your records.

Please submit a separate CPSA for each practicum student you are supervising.

Thank you for serving as a clinical supervisor. Because of your willingness to train and mentor future SLPs, our program is able provide a diverse learning experience for our students. Effective real-world clinical instruction helps to promote the development of critical thinking, problem-solving skills, and self-analysis. We sincerely appreciate your contribution to the clinical education process.

Sincerely,

Laura Bucknell, M.A., CCC-SLP  
ENMU Clinical Supervisor  
laura.bucknell@enmu.edu  
575-562-4232

**BACKGROUND INFORMATION**

Student Clinician: \_\_\_\_\_

Supervisor: \_\_\_\_\_

Supervisor Contact Information: Phone \_\_\_\_\_ Email \_\_\_\_\_

Name of Site: \_\_\_\_\_ Rehab Company Name: \_\_\_\_\_

Type (Clinic, K-12, SNF, Hospital, etc.): \_\_\_\_\_

Location (City/State): \_\_\_\_\_

**ATTENDANCE POLICY:**

Students are required to abide by the Practicum Schedule submitted at the beginning of the practicum experience. Students are expected to conduct all personal business outside of scheduled days at the practicum site. If unable to report to practicum as scheduled, the student must first contact the CDIS clinical director for approval of the absence and then the site supervisor. Excused absences will only be granted for major events such as illness, family death, etc. and must be substantiated with appropriate documentation (e.g., a doctor's note). Missed or cancelled therapy appointments must be made up if required by the supervisor, as patient and/or supervisor's schedules allow. Practicum days cancelled by the supervisor are considered excused absences and do not need to be reported below.

**Did your student clinician miss any scheduled days or times at the practicum site?**

- No – Proceed to the next page
- Yes – Fill out the following section

**If yes, please list the dates and reasons for each absence below.**

Date \_\_\_\_\_ Reason for absence \_\_\_\_\_

Date \_\_\_\_\_ Reason for absence \_\_\_\_\_

Date \_\_\_\_\_ Reason for absence \_\_\_\_\_

**(Please list additional absences on the back of the form.)**

**If yes, did your student clinician provide advance notice in a timely manner?**

- Yes
- No

### Administrative Behavior Requirements (Mandatory Behaviors)

Indicate your student clinician's level of compliance for each of the behaviors listed below.

**YES:** In compliance commensurate with practicum level

**NO:** Not in compliance

**N/A:** No opportunity

Administrative Behavior Requirements	Yes	No	N/A
400.3 Demonstrates punctual and consistent attendance at therapy sessions, supervisory clinician meetings, and other scheduled appointments; Begins and ends on schedule.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
400.4 Follows absence policy, secures approval for absence from ENMU Clinical Director and site supervisor, provides adequate notice to site, (excused absences: illness or family emergency)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
400.5 Communicates with the supervisor regarding any changes in the client's schedule (e.g., scheduled appointments, therapy cancellations, no shows, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
400.6 Completes clinical assignments, written documentation, reports, etc., completely and thoroughly in a timely manner, per site policy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
400.7 Files clinical notes, therapy logs, time logs, etc., as required before leaving the site each day, per site policy; Maintains file in orderly fashion, adding current information as appropriate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
400.8 Follows site confidentiality policies and HIPAA and FERPA regulations/guidelines in all interactions regarding a patient (verbal and written communication, handling clinical/professional records, chart/file access and documentation, faxing, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
400.9 Complies with site regulations, policies, and procedures (e.g. use of credentials/name badge, parking permit, fraudulent practices, carrying weapons, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
400.11 Does not waste site resources (does not copy and/or print unnecessary or personal documents, controls excess use of consumable supplies, materials, protocols, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
400.12 Follows infection control/universal precautions and hand washing procedures, and implements hygienic practices at each site	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
400.13 Maintains a clean therapy environment (e.g., sanitizing toys/materials after use, washing tables, rearranging furniture, etc.) per site policy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
400.14 Follows procedures for materials use (checking out and returning materials promptly, organizing materials before returning, and reporting damaged or missing parts, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Administrative Behavior Requirements	Yes	No	N/A
400.15 Follows dress code and appearance requirements by dressing appropriately for the site (e.g., no visible tattoos/piercings, distracting hair styles, excessive jewelry, strong perfume etc.), per site policy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
400.16 Does not report to a site or return to a site unless accompanied by a supervisor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
400.17 Waits for clients and/or supervisor in designated area per site policy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
400.18 Follows cell phone and email policies of program and site	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Please add comments about any 'No' ratings as well as general comments about Administrative Behavior:**

### Professional Behavior Requirements (Mandatory Behaviors)

Indicate your student clinician's level of compliance for each of the behaviors listed below.

**YES:** In compliance commensurate with practicum level

**NO:** Not in compliance

**N/A:** No opportunity

Professional Behavior Requirements	Yes	No	N/A
450.1 Works within practice guidelines and the ASHA Code of Ethics; Does not overstep professional boundaries (e.g., contacting or interacting with clients/families offsite or through social media, giving professional advice, making prognostic statements, and providing additional clinical services without supervisor knowledge or approval)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
450.2 Demonstrates positive clinical/professional demeanor with clients, families, supervisors, faculty, other professionals, and fellow students/colleagues ; Behaves professionally at all times	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
450.3 Demonstrates cultural competence when interacting with clients, families, supervisors, faculty, other professionals, and fellow students/colleagues (verbally, nonverbally, and in written documentation/correspondence)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
450.4 Implements prevention and/or conflict management strategies with clients, families, supervisors, faculty, other professionals, and fellow students/colleagues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
450.5 Independently researches client condition to design interventions using Evidence Based Practice (EBP) frameworks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
450.6 Collaborates with clients, families, supervisors, faculty, other professionals, and fellow students/colleagues to initiate and improve clinical services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
450.7 Demonstrates adequate preparation for therapy (reviewing client file, determining session objectives, selecting activities/materials, completing therapy logs/lesson plans, and conducting session in organized manner) and/or evaluations (reviewing client file, selecting testing materials, determining sequence of administration, and conducting evaluations in organized manner)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
450.8 Works independently but seeks guidance as appropriate to practicum level, supervisor/faculty requirements, and site policies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
450.9 Works to improve productivity (does not waste time, does not unnecessarily disrupt the therapy session, and avoids conversations or activities that have no therapeutic value)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
450.11 Ensures clinical equipment is operational prior to use and reports malfunctioning or damaged equipment to appropriate personnel	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Professional Behavior Requirements	Yes	No	N/A
450.12 Demonstrates professional behavior by not eating, drinking, or chewing gum in the presence of the client, per site expectations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
450.13 Documents post session data related to outcomes, implementation of session objection, self-reflection, etc. and presents oral summary to supervisor after the session, as required	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
450.14 Listens and responds professionally to supervisor criticism/critique; Communicates productively to find collaborative solutions and/or resolve issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
450.15 Implements explicit supervisor instructions and/or recommendations as directed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
450.16 Does not discuss clinical performance with the client, family, or other professionals without the supervisor being present or without prior supervisor approval	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Please add comments about any 'No' ratings as well as general comments about Professional Behavior:**

### Practicum I: Therapy

When rating your student clinician's competencies as listed below, please consider the following factors:

- The level of client involvement (Mildly, Moderately, Severely to profoundly affected)
- The practicum level that your student clinician is enrolled in.

### CDIS 501 PRACTICUM I

CDIS 501 is the first of five practicum courses completed in the ENMU CDIS program. CDIS 501 practicum experiences are directly supervised by ENMU CDIS faculty members either at the ENMU SHROC facility or an off campus site. Student Clinicians deliver treatment to one or more clients at a single site, and participate in assigned on-campus evaluation/assessment teams.

### Practicum I: Therapy

Rate the student clinician's performance for each of the competencies listed below using the following rating scale.

- 5. Exceeds Expectations** - Performs skill competently with a variety of patients at an independent level.
- 4. Proficient** - Performs skill successfully, self-evaluation evident, needs occasional support and/or direction to build proficiency.
- 3. Developing** - Performs skill at developmental level with observable progress, needs continued general support/direction to fully acquire skill.
- 2. Emerging** - Performs skill given specific direction, may be hesitant and may not recognize errors, needs modeling/demonstration constantly to apply skill.
- 1. Not Evident** - Unable to perform skill or performs skill minimally despite supervisor demonstration and/or step by step direction.

**Please note that each competency below must be rated.** If there is little or no opportunity to measure a specific competency at the site, please provide an assignment in order to rate the clinician's performance on the competency. If assistance is needed for ideas in developing an assignment, please contact the Clinical Director, Laura Bucknell, by email at [laura.bucknell@enmu.edu](mailto:laura.bucknell@enmu.edu) or call 575-562-4232.

Practicum I: Therapy	5	4	3	2	1
501.1 Modifies intervention plan appropriate to the client's level of involvement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
501.2 Writes session/semester goals/objectives with all components	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
501.3 Selects relevant session targets	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
501.4 Plans and implements engaging therapy with appropriate stimulus materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
501.5 Motivates and manages client behaviors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

501 INTERVENTION COMPETENCIES	5	4	3	2	1
501.6 Elicits target(s) sufficiently	○	○	○	○	○
501.7 Collects data accurately and efficiently	○	○	○	○	○
501.8 Adjusts services based on client performance and response to intervention	○	○	○	○	○
501.9 Reports data (in both oral and written formats)	○	○	○	○	○
501.11 Presents client data at client care conferences and/or to supervisor	○	○	○	○	○

**Please add comments about any ratings of 2 or lower as well as general comments regarding the 501 intervention competencies:**



**Practicum I: Assessment and Evaluation**

Student Clinicians are expected to gain evaluation experience at every level of practicum. Please rate your student clinician's level of competency for each of the items listed below based on the following definitions:

- 5. **Exceeds Expectations** - Performs skill competently with a variety of patients at an independent level.
- 4. **Proficient** - Performs skill successfully, self-evaluation evident, needs occasional support and/or direction to build proficiency.
- 3. **Developing** - Performs skill at developmental level with observable progress, needs continued general support/direction to fully acquire skill.
- 2. **Emerging** - Performs skill given specific direction, may be hesitant and may not recognize errors, needs modeling/demonstration constantly to apply skill.
- 1. **Not Evident** - Unable to perform skill or performs skill minimally despite supervisor demonstration and/or step by step direction.

N/A: No opportunity

<b>Practicum I: Assessment and Evaluation</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>N/A</b>
501.600 Administers standardized assessments correctly – demonstrates adequate preparation prior to conducting the assessment (e.g., practice test administrations, understanding basal and ceiling rules)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
501.601 Scores assessments correctly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
501.602 Obtains conversational samples correctly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
501.603 Transcribes conversational samples correctly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
501.604 Writes competent evaluation report - in a timely manner with appropriate content, length, and complexity specific to site and supervisor expectations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Please add comments about any ratings of 2 or lower as well as general comments about Assessment and Evaluation:**

**FEEDBACK**

What were the major concerns that came up because of your review of the CPSA with your practicum student?  
Please state if there were none.

**COMMENTS**

Please use the following sections to provide additional comments that you feel are relevant to the evaluation of your student clinician's performance. Your candor is appreciated.

The comments in the **FIRST SECTION** may be shared with your student clinician.  
(Such as strengths and weaknesses/opportunities for growth)

The comments in the **SECOND SECTION** are confidential to be shared with the program only.  
(Such as specific concerns that may need to be addressed by the program)

**OPEN COMMENTS**

Will be shared with the student clinician.

**CONFIDENTIAL COMMENTS**

Will be shared with the program only.

Please use this space to make additional comments or suggestions that may benefit the program. We appreciate your feedback on the practicum placement process, clinical expectations, learning outcomes, communication with the program, guidance and feedback with marginal student clinicians, the assessment process, the assessment tool, etc.