

ACCREDITATION OF EDUCATION PROGRAMS IN SPEECH-LANGUAGE PATHOLOGY AND AUDIOLOGY

Janet S. Harrison, Ph.D.

Robert Novak, Ph.D.

Purdue University

Education reforms in Indiana have reflected national changes that comply with the guidelines of the Council on Academic Accreditation (CAA) and the National Council for Accreditation of Teacher Education (NCATE). The Purdue University speech-language pathology clinical degree program is accredited by the American Speech-Language-Hearing Association, which is an NCATE affiliated organization. In accordance with the standards set forth by each of these governing bodies, the Department of Audiology and Speech Sciences (AUS) has created a Program Evaluation Model incorporating formative and summative forms of assessment.

Principles of Formative Assessment

As defined by the American Speech-Language-Hearing Association (ASHA), formative assessment is a system of evaluations which demonstrate that an individual has met the educational program's requirements for demonstrating satisfactory performance in target areas of knowledge and skills via periodic assessment of knowledge and skills in such areas as critical thinking, decision making, and problem-solving skills. Measures include oral and written components as well as demonstrations of clinical proficiency. Documentation of formative assessment results is to be maintained and verified by the program director (re: ASHA) and made available upon request.

As per NCATE, targets in the formative assessment process include

- Implementation of an assessment system with the involvement of its professional community, that reflects the conceptual framework(s) and incorporates candidate proficiencies outlined in professional (ASHA) and state standards.

- Continuous examination of the validity and utility of the data produced through assessments.
- Modifications in assessment based on changes in assessment technology and in professional standards.
- Decisions about candidate performance based on multiple assessments made at multiple points before program completion.
- Program self-assessment to establish fairness, accuracy, and consistency of its performance assessment procedures with changes in procedures based on the results of the ongoing self-assessment.
- Implementation of the assessment system in a way that provides regular and comprehensive data on program quality, unit operations, and candidate performance by at least the completion of each year of the program involving multiple assessments from both internal and as appropriate, external sources.
- Systematic collection, compilation, summary and analysis of formative assessment data reported publicly for the purpose of improving candidate performance, program quality, and program operation.
- Ongoing review of current information technologies that might be used to improve the assessment system.
- Fully developed evaluations that continually are reevaluated to establish optimum relationships in the evaluations.
- Systematic study of the effects of changes in evaluation procedures to assure that the intended program strengthening occurs and that there are no adverse consequences.
- Regular review by candidates and their faculty and supervisory staff of performance data with a development of plans for performance improvement.

Development of the Purdue University Program Evaluation Model: Phase One

During the 2000-2001 academic year, faculty, and staff in the Department of AUS reviewed the curriculum to identify whether newly revised ASHA standards would be met with the existing program. A **Mapping Guide** was developed as a tool for identifying where each of the ASHA standards was targeted within the curriculum. A department committee (SLP Curriculum Committee) spearheaded this review by reviewing course syllabi and information about course assignments/projects. The committee compiled preliminary results of this review by developing a database that “mapped” curriculum to ASHA Standards. This format allowed all faculty and staff to see where the standards were being addressed throughout the curriculum. All faculty members were provided with a copy of the Mapping Guide and asked to provide feedback regarding the committee’s interpretation of course content as it related to ASHA Standards. Committee and Faculty meetings served as venues for discussion of the new ASHA Standards. As a result of the review process, it was determined that all standards were addressed in the curriculum of the MS-SLP program. No curriculum modifications or additions were recommended.

The Mapping Guide was presented for external review by the **Department of AUS Clinical Education Advisory Council**. The Advisory Council is comprised of individuals who have expertise and/or interest in the clinical programs of speech-language pathology and audiology. Membership includes individuals who represent the following professional areas:

- Educational Audiologist, Indiana School for the Deaf
- Early Intervention Specialist and Early Childhood Special
- Education Consultant, Greater Lafayette Area School Services
- Doctoral level audiologist, IU Med Center, Dept of Otolaryngology, Head and Neck Surgery
- Professor of Audiology, Northwestern University
- State Officer of Psi Iota Xi Service Sorority
- Professor Emeritus, Purdue Faculty Member
- Physician, Ear, Nose, and Throat, Lafayette, IN

- Representative, District 27th/Indiana House of Representatives, Lafayette, IN
- Staff Speech-Language Pathologist, St. Vincent's Hospital, Indianapolis, IN
- ENT Physician, Chair, ENT, IU Med Center, Department of Otolaryngology, Head & Neck Surgery, Riley Hospital for Children, Indianapolis, IN
- Community Member, West Lafayette, IN
- Staff Audiologist, CCC-A, IU Med Center, Indianapolis
- Ex-officio Members from the Department of Audiology & Speech Sciences

The Advisory Council meets biannually. In the October meeting of 2001, members were asked to review the MS-SLP Mapping Guide and provide feedback. A form was provided to the Council members to facilitate ease of response. The Council members' comments and suggestions were used in the curriculum review. No curricular changes were recommended as a result of this process.

An **Alumni Survey** is used to obtain information about (a) satisfaction of the graduates, (b) recommendations for program improvement, (c) current employment, and (d) areas of continuing education that graduates seek.

A **Teacher Education Program Exit Survey** has been distributed annually by the Purdue University Office of Professional Preparation and Licensure. The survey is sent to those students who have elected to participate in an Education Externship as a component of the MS-SLP program. In the development process of the Program Evaluation Model the Exit Survey will be revised. In the past there has been an extremely low return rate of survey responses. To address this concern the Department of AUS is developing a process in which students will be asked to return the exit survey when they submit the ASHA certification application to the AUS ASHA program director. The procedure must be developed to allow processing of the exit survey in a manner that maintains confidentiality.

Evaluation of students/program is accomplished through the following mechanisms

1. Evaluation of program by students in program.
2. Evaluation of program by Extern supervisors.
3. Evaluation of program by alumni.
4. Evaluation of program by supervisor of Clinical Fellowship experience.

The **Plan of Study** (POS), a requirement of the graduate school of Purdue University, is an individualized list of each student's academic requirements for completing the graduate degree. Students are required to develop a POS by midterm of the second semester of the graduate program. The POS represents a cohesive program of graduate study and coursework appropriate to the specific professional and academic needs of the student. Academic advisors are assigned to new students at the beginning of the program and students then meet with advisors to develop their individual POS.

Required Courses

Clinical MS-SLP students who pursue the thesis option complete the core (required) courses. They also complete 12 credits of Special Emphasis Disorders coursework and 3 credits of Other Normal Processes courses, with the following variation

Thesis research credits (698) may be used to satisfy up to 6 hours of Special Emphasis Disorders courses and 3 hours of Other Normal Processes courses, if approved by the graduate committee and the student's advisory committee.

Thesis option students submit a letter, signed by the major professor and advisory committee, to the graduate committee. The letter describes the content of the research enrollments to show why they should be considered as fulfilling requirements in either area.

Prior to the development of the Purdue University Program Evaluation Model, clinical master's degree students used the **Academic and Practicum Records for the**

ASHA Certificate of Clinical Competence (APR) to record coursework and clinical practicum experiences. Students updated this information each semester and reviewed the APR with their advisor each semester during advising meetings. Therefore, use of the APR form served as a mechanism for monitoring progress towards meeting course and clinical practica requirements to meet ASHA standards. During the 2002-2003 academic year, the APR form is being revised to include methods of formative assessment. The proposed title for this form and process is the Competency, Academic, and Practicum Record, or the CAPR.

Program Evaluation Model-Phase Two: Development of the Competency, Academic, and Practicum Record (CAPR)

The Department of AUS maintains a committee to oversee curriculum changes and to assure that ASHA standards are met by the curriculum. The SLP Curriculum Committee includes the Director of Clinical Education in Speech-Language Pathology, as well as representatives from the department faculty and professional staff. This committee meets several times each year to review courses, the clinical program, and any revisions of ASHA standards that may need to be addressed. Members of this committee developed the MS-SLP Mapping Guide and have spearheaded the development of the Program Evaluation Model. The CAPR is the mechanism that will be used to compile evidence of knowledge and skills outcomes in accordance with ASHA standards. During the initial phase of CAPR development, faculty, and staff were asked to identify artifacts (e.g., projects, papers, exams, experiences) that serve as evidence that a student is developing competence in either knowledge or skills area as identified in ASHA Standards III (Knowledge Outcomes) and IV (Skills Outcomes).

Formative Assessment (ASHA Standard V) is to be addressed by the SLP Curriculum Committee and by an Ad Hoc Committee for Program Evaluation and ASHA Standards Implementation. The ad hoc committee was appointed by the Head of AUS to facilitate the following 1) identification of the key performance indicators (e.g., documentation, artifacts, or progress points) within the MS-SLP program that will be

compiled to demonstrate formative and summative assessment, 2) oversee on-going revision of the CAPR, and 3) develop procedures to assure that student progress is monitored and notification of satisfactory progress through the Teacher Education Program (for those students seeking certification to work in public schools) is provided to the Office of Field Experiences, and to the Office of Professional Preparation and Licensure (Purdue University offices that interface with the Department of Audiology and Speech Sciences for the placement of Education Externs).

Competency, Academic, and Practicum Record for Speech-Language Pathology

The Competency, Academic, and Practicum Record for Speech-Language Pathology (CAPR-SLP) is a document that serves as the foundation for a process to assure that all ASHA Standards are met. At the beginning of the first semester of the graduate program, all speech-language pathology students are provided with a copy of the ASHA Standards and the CAPR-SLP process and tool is explained:

- Each MS-SLP graduate student will use the CAPR-SLP as a record of the courses, practicum experiences, and formative assessments that comprise their graduate program.
- Students maintain updated information on the CAPR-SLP and review program progress with their advisor each semester.
- Formative Assessment for Clinical Skills Outcomes is recorded on a Clinical Competency Form-Revised for each clinical assignment.
 - Student-clinicians and their supervisors discuss clinical skills development during weekly meetings throughout practicum experiences.
 - Student-clinicians self-evaluate skills development.
 - Supervisors provide formative evaluation at mid-semester and at the end of each clinical assignment.
 - Students evaluate supervisors at the end of each semester.
- Clinical Competency Evaluations are submitted to students' departmental graduate files at the end of each semester.

- Students record clinical clock hours on Log Cards that are verified by clinical supervisors each semester.
- Graduate Secretary enters clinical clock hours into departmental database each semester.
- Director of Clinical Education in Speech Language Pathology monitors students' progress in clinical program by reviewing:
 - Clinical assignments: age and disorder type of clients (to assure experiences across the lifespan, and diversity of clinical work).
 - Number of clinical hours accrued in each assignment.
 - Grades earned in clinical assignments/relative areas of strengths and weaknesses in clinical skills.

The following DRAFT form of the CAPR is provided to demonstrate the format of the documentation that the Purdue University Department of Audiology and Speech Sciences is currently developing. Faculty advisors and students will work together to use the CAPR as a guide in compiling evidence to assure that all ASHA Standards are met as the graduate student progresses through the MS-SLP program. Explanatory notes included in this DRAFT CAPR are italicized.

**Coordination with the Development of the Purdue-IU
Department of Otolaryngology-Head and Neck Surgery
Joint Doctor of Audiology (Au.D.) Program**

The new ASHA accreditation and certification standards will require that by 2007 all graduating audiologists have 75 didactic semester hours of post-graduate preparation and an equivalent of 12 months full-time supervised clinical practice. By 2012 all graduating audiologists must have a clinical doctoral degree. The new ASHA certification and accreditation standards, therefore, require that audiology programs with entry-level master's programs now develop entry-level clinical doctoral programs as well as the formative and summative assessment systems to document student competencies.

Purdue University has developed a joint Au.D. program with the Indiana School of Medicine's Department of Otolaryngology-Head and Neck Surgery, and is currently developing the associated formative assessment system to determine Au.D. student competencies as they progress through the 4-year post-baccalaureate curriculum.

The ASHA certification process following the current ASHA standards has been coordinated between the speech-language pathology and audiology programs at Purdue University. It is now the Department's goal to coordinate the formative and summative assessment and certification processes between the two professional graduate programs for the new ASHA standards as well. This has required regular meetings of the Directors of Clinical Education in Speech Pathology and Audiology to determine the format to be used for the CAPR with refinements and modifications based on the ongoing input from the entire faculty and staff of the Department. The resultant form of the attached CAPR has evolved from this process and will be used, as modified for the audiology standards, by the audiology Au.D. program as well. The next phase of this coordinated development process will be the development of a data base, also coordinated between the two programs, that will be an important component of the record keeping system that will document verification of student competencies both

individually and in aggregate, and allow for ongoing program evaluation and modification based on selected data review.

Competency, Academic & Practicum Record (CAPR)
Purdue University, Clinical Program in Speech-Language Pathology

STANDARD I: DEGREE

Effective January 1, 2005, the applicant for certification must have a master's or doctoral or other recognized post-baccalaureate degree. All graduate course work and graduate clinical practicum required in the professional area for which the Certificate is sought, must have been initiated and completed at an institution whose program was accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA) of the American Speech-Language-Hearing Association in the area for which the Certificate is sought. A minimum of 75 semester credit hours must be completed in a course of study addressing the knowledge and skills pertinent to the field of speech-language pathology. Of the 75 semester credit hours, at least 36 must be earned at the post-baccalaureate level.

Procedures to Assure Compliance With Standard I:

Graduate students meet with advisor to determine if all prerequisite course requirements are met, and to form a Plan of Study as is described in the Graduate Program Handbook. To assist in forming the Plan of Study a list of Purdue University courses is provided that include identification of those courses that include information about normal and abnormal human development and behavior across the life span (LS) or in culturally diverse populations (CD).

STANDARD II: INSTITUTION OF HIGHER EDUCATION

The graduate degree must be granted by a regionally accredited institution of higher education.

Indicator for Standard II:

The North Central Association of Colleges and Schools accredits Purdue University.

STANDARD III: PROGRAM OF STUDY—KNOWLEDGE OUTCOMES

The applicant for certification must complete a program of study (a minimum of 75 credit hours overall, including at least 36 at the graduate level) that includes academic course work sufficient in depth and breadth to achieve the following knowledge outcomes:

The graduate student and advisor will develop an official Plan of Study (POS) that meets the standard for minimum number of credit hours. Purdue University AUS students typically complete more than is required to meet this standard.

Standard III-A: The applicant must possess skill in oral and written communication sufficient for entry into professional practice.

Required Courses That Involve Demonstrations of Oral/Written Communication (See student Competency Documentation File for examples)	
No. of Credits	Course Number Enter a brief description of course projects or assignment that instructor has identified as acceptable evidence for this standard. Students maintain actual document in Competency Documentation File.
_____ <input type="checkbox"/>	AUS 521: _____ _____
_____ <input type="checkbox"/>	AUS 523: _____ _____
_____ <input type="checkbox"/>	AUS 529: _____ _____
_____ <input type="checkbox"/>	AUS 531: _____ _____
_____ <input type="checkbox"/>	AUS 532: _____ _____
_____ <input type="checkbox"/>	AUS 549: Examples of evidence include: <u>Intervention plans, Evaluation plans, Therapy progress reports, Evaluation Reports, Communication with Patients/clients</u>

Additional Courses in Which Oral or Written Communication is Demonstrated <i>(Check applicable course and enter brief description of artifact)</i>	
	Course Number
<input type="checkbox"/>	AUS 540 (AAC): _____ _____
<input type="checkbox"/>	AUS 518 (Counseling): _____ _____
<input type="checkbox"/>	AUS 519 (Comm. Dis. –Infancy): _____ _____
<input type="checkbox"/>	AUS 519 (Advanced AAC): _____ _____
<input type="checkbox"/>	AUS 536 (TBA): _____ _____
<input type="checkbox"/>	AUS 537 (Infancy Feeding): _____ _____
<input type="checkbox"/>	AUS 538 (Motor Speech Dis.): _____ _____
<input type="checkbox"/>	AUS 539 (Dysphagia): _____ _____
<input type="checkbox"/>	AUS 544 (School Methods): _____ _____
<input type="checkbox"/>	List courses and relevant artifacts: _____ _____

Standard III-B: The applicant must demonstrate knowledge of the principles of biological and physical sciences, mathematics, and the social/behavioral sciences.

Required Courses That Develop Areas in Standard III-B <i>(Undergraduate courses: Indicate course number & title)</i>	
Course Number	Course Title

Graduate Courses: (Check all that apply)	
Course Number	Course Title
<input type="checkbox"/> AUS 501	Neural Bases of Speech & Hearing
<input type="checkbox"/> AUS 502	Fundamentals of Speech Prod. & Perception
<input type="checkbox"/> AUS 521	Phonological Disorders
<input type="checkbox"/> AUS 523	Language Disorders in Children
<input type="checkbox"/> AUS 529	Stuttering
<input type="checkbox"/> AUS 531	Language Disorders in Adults
<input type="checkbox"/> AUS 532	Voice Disorders
<input type="checkbox"/> Other:	_____

Standard III-C: The applicant must demonstrate knowledge of basic human communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases.

Required Courses That Develop Areas in Standard III-C:

- _____ AUS 302- Acoustic Bases of Speech & Hearing
- _____ AUS 304- Anatomy & Physiology of the Speech and Hearing Mechanism
- _____ AUS 306- Introduction to Phonetics
- _____ AUS 309- Language Development
- _____ AUS 509- Language Acquisition
- _____ AUS 460 Introduction to Assessment Audiology
- _____ AUS 450-An Introduction to Aural Rehabilitation Across the Lifespan

Other Related Pre-requisites (list courses taken):

3 semester credits in biological or physical sciences: _____

3 semester credits in college mathematics (including statistics): _____

6 semester credits in behavioral/social sciences: _____

3 semester credits in statistics: _____

Graduate Courses That Include Content Addressing Standard III-C:

- _____ AUS 501- Neural Bases of Speech & Hearing
 _____ AUS 502-Fundamentals of Speech Production & Perception

Standard III-D: The applicant must demonstrate knowledge of the nature of speech, language, hearing, and communication disorders and differences and swallowing disorders, including the etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates. Specific knowledge must be demonstrated in the following areas:

Check Courses Taken for Each Area & Indicate Applications (e.g., clinical practicum, course project; evidence must be maintained in Competency Documentation File)			
		Application	
Area	Course	Clinical Practicum	Course Project
☐ Articulation	_____ AUS 521 Phonological Disorders	☐	☐
	_____ AUS 549 Clinical Practicum	☐	☐
☐ Fluency	_____ AUS 529 Stuttering	☐	☐
	_____ AUS 549 Clinical Practicum	☐	☐
☐ Voice and Resonance, including Respiration and Phonation	_____ AUS 5432 Voice Disorders	☐	☐
	_____ AUS 549 Clinical Practicum	☐	☐

Receptive and Expressive Language (phonology, morphology, syntax, semantics, and pragmatics)) Check courses taken and then list applicable class projects/assignments & maintain evidence in Competency Documentation File.					
Course	Speaking	Listening	Reading	Writing	Manual Modalities
☐ AUS 521 – Phonological Disorders	☐	☐	☐	☐	☐
☐ AUS 523 – Language Disorders in Children	☐	☐	☐	☐	☐
☐ AUS 531 – Language Disorders in Adults	☐	☐	☐	☐	☐
☐ AUS 549 – Clinical Practicum	☐	☐	☐	☐	☐

Hearing <i>(including the impact on speech and language)</i>	
<input type="checkbox"/> List course(s) in aural rehabilitation (<i>briefly describe applications</i>): _____ _____	
<input type="checkbox"/> AUS 549 – Clinical Practicum (<i>briefly describe applicable clinical experiences</i>): _____ _____	

Swallowing <i>(oral, pharyngeal, esophageal, and related functions, including oral function for feeding; orofacial myofunction) Check courses taken and then list applicable class projects/assignments & maintain evidence in Competency Documentation File.</i>	
<input type="checkbox"/> AUS 536 - Traumatic Brain Injury	_____
<input type="checkbox"/> AUS 537 - Speech Motor & Feeding Development	_____
<input type="checkbox"/> AUS 538 - Motor Speech Disorders	_____
<input type="checkbox"/> AUS 539 - Dysphagia	_____
<input type="checkbox"/> AUS 549 - Clinical Practicum	_____
<input type="checkbox"/> AUS 648 - Healthcare Externship	_____

Cognitive Aspects of Communication <i>(attention, memory, sequencing, problem-solving, executive functioning)) Check courses taken and then list applicable class projects/assignments & maintain evidence in Competency Documentation File.</i>	
<input type="checkbox"/> AUS 523 – Language Disorders in Children	_____
<input type="checkbox"/> AUS 531 – Language Disorders in Adults	_____

Social Aspects of Communication <i>(including challenging behavior, ineffective social skills, lack of communication opportunities) Check courses taken and list applicable class projects/assignments & maintain evidence in Competency Documentation File.</i>	
<input type="checkbox"/> AUS 523 Traumatic Brain Injury	_____
<input type="checkbox"/> AUS 518 Speech Motor & Feeding Development	_____
<input type="checkbox"/> AUS 540 – Augmentative & Alternative Communication	_____

Communication Modalities <i>(including oral, manual, augmentative, and alternative communication techniques and assistive technologies) Check courses taken and then list applicable class projects/assignments & maintain evidence in Competency Documentation File.</i>	
<input type="checkbox"/> AUS 540 – Augmentative & Alternative Communication	_____
<input type="checkbox"/> AUS 519 – Advanced AAC	_____

Standard III-E: The applicant must possess knowledge of the principles and methods of prevention and assessment, and intervention for people with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates of the disorders.

Check Courses Taken for Each Area & Indicate Applications <i>List applicable class projects/assignments & maintain evidence in Competency Documentation File.</i>	
<input type="checkbox"/> AUS 521 – Phonological Disorders	_____
<input type="checkbox"/> AUS 523 – Language Disorders in Children	_____
<input type="checkbox"/> AUS 529 – Stuttering	_____
<input type="checkbox"/> AUS 531 – Language Disorders in Adults	_____
<input type="checkbox"/> AUS 532 – Voice Disorders	_____
<input type="checkbox"/> AUS 536 – Traumatic Brain Injury	_____
<input type="checkbox"/> AUS 537 – Speech Motor & Feeding Development	_____
<input type="checkbox"/> AUS 538 – Motor Speech Disorders	_____
<input type="checkbox"/> AUS 539 - Dysphagia	_____
<input type="checkbox"/> AUS 540 – Augmentative & Alternative Communication	_____
<input type="checkbox"/> AUS 544 – School Methods	_____
<input type="checkbox"/> AUS 549 – Clinical Practicum	_____

Standard III-F: The applicant must demonstrate knowledge of standards of ethical conduct.

Check Courses Taken for Each Area & Indicate Applications <i>List applicable class projects/ assignments & maintain evidence in Competency Documentation File.</i>	
<input type="checkbox"/> AUS 518 – Counseling in SLP & Aud.	_____
<input type="checkbox"/> AUS 549 – Clinical Practicum	_____
List other course and/or experience in which knowledge of ethics was covered:	_____ _____ _____

Standard III-G: The applicant must demonstrate knowledge of processes used in research and the integration of research principles into evidence-based clinical practice.

Check courses taken for each area & indicate applications	
<input type="checkbox"/> AUS 521 – Phonological Disorders	_____
<input type="checkbox"/> AUS 523 – Language Disorders in Children	_____
<input type="checkbox"/> AUS 529 – Stuttering	_____
<input type="checkbox"/> AUS 531 – Language Disorders in Adults	_____
<input type="checkbox"/> AUS 532 – Voice Disorders	_____
<input type="checkbox"/> AUS 536 – Traumatic Brain Injury	_____
<input type="checkbox"/> AUS 537 – Speech Motor & Feeding Development	_____
<input type="checkbox"/> AUS 538 – Motor Speech Disorders	_____
<input type="checkbox"/> AUS 539 - Dysphagia	_____
<input type="checkbox"/> AUS 540 – Augmentative & Alternative Communication	_____

Standard III-H: The applicant must demonstrate knowledge of contemporary professional issues.

List Topics Covered in AUS 549 Seminars:

Other: _____

Standard III-I: The applicant must demonstrate knowledge about certification, specialty recognition, licensure, and other relevant professional credentials.

State licensure requirements: ____ AUS 549 ____ AUS 544

*List applicable class projects/assignments & maintain evidence in Competency
Documentation File*

Specialty recognition/licensure-list courses:

Other: _____

STANDARD IV: PROGRAM OF STUDY—SKILLS OUTCOMES

The applicant must complete a curriculum of academic and clinical education that follows an appropriate sequence of learning sufficient to achieve the skills outcomes in Standard IV-E.

Standard IV-A: The applicant for certification in speech-language pathology must complete a minimum of 400 clock hours of supervised clinical experience in the practice of speech-language pathology. Twenty-five hours must be spent in clinical observation, and 375 hours must be spent in direct client/patient contact.

Clinic Log Card _____

Summary Sheet of *Clinical Hours _____

**Graduate secretary enters hours into database at end of each semester. Student progress in acquiring experience with clients of diverse disorders and with patients across the lifespan is monitored by clinic staff, as student's experiences/hours for each semester are reviewed to determine upcoming assignments.*

Standard IV-B: At least 325 of the 400 clock hours must be completed while the applicant is engaged in graduate study in a program accredited in speech-language pathology by the Council on Academic Accreditation in Audiology and Speech-Language Pathology. Signatures below indicate that at least 325 hours have been accrued while student was enrolled in the Purdue University Speech-Language Pathology Program:

Student

Date: _____

Clinic Director

Date: _____

Standard IV-C: Supervision must be provided by individuals who hold the Certificate of Clinical Competence in the appropriate area of practice. The amount of supervision must be appropriate to the student's level of knowledge, experience, and competence.

Supervision must be sufficient to ensure the welfare of the client/patient.

The program maintains records of ASHA certification for all supervisors. Each supervisor provides appropriate levels of supervision; signature of supervisor on "Clinical Competence Evaluation Form" indicates that required supervision has been provided.

Standard IV-D: Supervised practicum must include experience with client/patient populations across the life span and from culturally/linguistically diverse backgrounds. Practicum must include experience with client/patient populations with various types and severities of communication and/or related disorders, differences, and disabilities.

To assure compliance with this standard Purdue University requires students to have significant experiences in the following categories:

- ◆ Evaluation of children's speech
- ◆ Evaluation of children's language
- ◆ Evaluation of adult's speech
- ◆ Evaluation of adult's language
- ◆ Treatment of children's speech
- ◆ Treatment of children's language
- ◆ Treatment of adult's speech
- ◆ Treatment of adult's language
- ◆ Audiological assessment
- ◆ Aural habilitation/rehabilitation

Standard IV-E: The applicant for certification must complete a program of study that includes supervised clinical experiences sufficient in breadth and depth to achieve the following skills outcomes:

1. Evaluation:

- a. Conduct screening and prevention procedures (including prevention activities).
- b. Collect case history information and integrate information from clients/patients, family, caregivers, teachers, relevant others, and other professionals.
- c. Select and administer appropriate evaluation procedures, such as behavioral observations, nonstandardized and standardized tests, and instrumental procedures.
- d. Adapt evaluation procedures to meet client/patient needs.
- e. Interpret, integrate, and synthesize all information to develop diagnoses and make appropriate recommendations for intervention.
- f. Complete administrative and reporting functions necessary to support evaluation.
- g. Refer clients/patients for appropriate services.

2. Intervention:

- a. Develop setting-appropriate intervention plans with measurable and achievable goals that meet clients'/patients' needs. Collaborate with clients/patients and relevant others in the planning process.
- b. Implement intervention plans. Involve clients/patients and relevant others in the intervention process.
- c. Select or develop and use appropriate materials and instrumentation for prevention and intervention.
- d. Measure and evaluate clients'/patients' performance and progress.
- e. Modify intervention plans, strategies, materials, or instrumentation as appropriate to meet the needs of clients/patients.

3. Interaction and Personal Qualities:

- a. Communicate effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the client/patient, family, caregivers, and relevant others.
- b. Collaborate with other professionals in case management.
- c. Provide counseling regarding communication and swallowing disorders to clients/patients, family, caregivers, and relevant others.
- d. Adhere to the ASHA Code of Ethics and behave professionally.

Procedures to Indicate Compliance With Standard IV-E:

An evaluation of Clinical Competence is made for each clinical assignment that a student completes. The “PURDUE UNIVERSITY - CLINICAL COMPETENCE FORM” is used throughout the clinical assignment for formative assessment. These documents are maintained in the graduate student’s department file. The following areas are targeted in the clinical program:

I. Professional Protocol for Clinical Practice

- A. Ethical Practice
- B. Dependability
- C. Punctuality
- D. Confidentiality
- E. Personal Appearance
- F. Communication
- G. Accountability

II. Professional/Technical Skills

- A. Application of Resource/Academic Information
- B. Diagnosis
- C. Interpretation/Development of Therapy Plan
- D. Written Communication
- E. Implementation of Therapy Program

F. Interviewing and Counseling Skills

G. Professionalism

Evaluation: In order to assess a clinician's performance in a diagnostic procedure, supervisors have several options. The evaluation tools assess the clinicians' performance in preparation, diagnostic testing, interviewing, and post diagnostic areas. Possible evaluation forms include: the Purdue University Voice Diagnostic/ Management Competency Form (see sample in Clinic Handbook), the Trainee Evaluation Form for Field-Based Practicum Experiences (see sample in Clinic Handbook), the Syracuse University: Inventory of Diagnostic Skills (SU:IDS) (see sample in Clinic Handbook) and the Evaluation of Diagnostic Interviewing Skills (see sample in Clinic Handbook). Both supervisor and clinician may fill out an evaluation form after each diagnostic. Alternately, if the diagnostic team has a supervisor for the whole semester, the evaluation form may be filled out at mid-term and at the conclusion of the semester. Other supervisors may elect to provide the clinician with verbal and/or written feedback in addition to, or in place of, the above formal evaluation tools.

STANDARD V: ASSESSMENT

The applicant for certification must successfully complete formative and summative assessments of the knowledge and skills delineated in Standard III and Standard IV.

Standard V-A: Formative Assessment. ***The applicant must meet the educational program's requirements for demonstrating satisfactory performance through periodic assessment of knowledge and skills.***

Standard V-B: Summative Assessment. The applicant must pass the national examination adopted by ASHA for purposes of certification in speech-language pathology.

GATES AND PROCEDURES FOR STUDENTS ELECTING TO ATTAIN INDIANA SCHOOL LICENSE

Process for advancement through the MS-SLP Program:

Gate A: Admission to MS-SLP program

- _____ Accepted into MS-SLP program of Department of Audiology & Speech Sciences
- _____ Assigned an AUS advisor
- _____ Received Plan of Study Guidelines (see AUS Graduate Handbook)
- _____ Reviewed ASHA Standards for coursework (see AUS Graduate Handbook)
- _____ For those students whose bachelor's degree is not in the field of Communication Disorders, complete pre-requisite courses.
- _____ Get password and complete Office of Field Experience Application

Procedure: During the first semester of the MS-SLP program each student must determine whether they will elect to attain Indiana Teacher Certification. Those students who elect to complete an Education Externship and meet all requirements for Indiana Teacher Certification will complete an online application to the Office of Field Experience. Those students who do not wish to follow this program of study will sign a "Declination of Education Externship" form that will be filed in their Audiology & Speech Sciences Graduate Program file.

Gate B: Must be completed prior to placement in Education Externship (AUS 648)

Complete the following Core Courses the MS-SLP program:

All normal processes courses: AUS 501 _____ AUS 502 _____

A minimum of 12 hours of Core Disorders Courses:

- AUS 521 Phonological Disorders (3) _____
- AUS 523 Language Disorders in Children (3) _____
- AUS 529 Stuttering (3) _____
- AUS 531 Language Disorders in Adults (3) _____
- AUS 532 Voice Disorders (3) _____

Complete 3 credit hours of AUS 549 with a grade of "B" or better _____

Complete AUS 544 "School Methods" with a grade of "B" or better _____

Procedure: Each semester the Education Externship Coordinator will provide a list of students who have completed Gate B to the Office of Professional Preparation and Licensure and to the Office of Field Experience. The Audiology & Speech Sciences Department will reserve placements for education externs in anticipation of their completing Gate B requirements.

Gate C: Must be completed prior to applying for Indiana Teacher License in Communication Disorders

- _____ Complete AUS 648 "Education Externship" placement
- _____ Meet graduation requirements for MS-SLP
- _____ Apply for IPSB license

Procedure: Office of Field Experience maintains records of students completing Education Externships (Field Placements) and Department of Audiology & Speech Sciences Department submits grades for completion of AUS 648. Department of AUS submits notification to Graduate School of those students who have met graduation requirements. Students independently apply for IPSB license (applications are distributed in AUS 544) and submit a completed application to the Office of Professional Preparation and Licensure.

Clinician's name _____
 Semester/Year _____ Course _____ Level _____
 Client's Problem _____
 Severity _____ Age _____

SUMMARY

I. Professional Protocol for Clinical Practice	<i>MID-SEMESTER</i>	END OF SEMESTER
---	---------------------	-----------------

- | | | |
|------------------------|-------|-------|
| A. Ethical Practice | _____ | _____ |
| B. Dependability | _____ | _____ |
| C. Punctuality | _____ | _____ |
| D. Confidentiality | _____ | _____ |
| E. Personal Appearance | _____ | _____ |
| F. Communication | _____ | _____ |
| G. Accountability | _____ | _____ |

II. Professional/Technical Skills	MID-SEMESTER	END OF SEMESTER
--	---------------------	------------------------

- | | | |
|---|-------|-------|
| A. Application of Resource/Academic Information – 12% | _____ | _____ |
| B. Diagnosis – 12% | _____ | _____ |
| C. Interpretation/Development of Therapy Plan – 12% | _____ | _____ |
| D. Written Communication – 12% | _____ | _____ |
| E. Implementation of Therapy Program – 20% | _____ | _____ |
| F. Interviewing and Counseling Skills – 12% | _____ | _____ |
| G. Professionalism – 20% | _____ | _____ |

Mid-Semester		End of Semester	
Total Rating/Date	_____	Total Rating/Date	_____

Rating Scale

1. Specific direction from supervisor does not alter unsatisfactory performance/evaluation skills; inability to make change.
2. Needs repeated specific direction and/or demonstration from supervisor to perform competently and evaluate self/client accurately.

CLINICAL COMPETENCY

Mid-
term

Final

I. Application of resource/academic information

- | | | |
|-------|-------|--|
| _____ | _____ | <p>A. Gathers background information on client</p> <ol style="list-style-type: none"> 1. Reads file critically and thoroughly. 2. Organizes information for appropriate review. 3. Formulates questions to clarify and update information. 4. Summarizes client's strengths, past progress, and current needs. |
| _____ | _____ | <p>B. Utilizes academic literature and other resources and applies it appropriately to case management</p> <ol style="list-style-type: none"> 1. As suggested or provided by supervisor. 2. Self-initiated by clinician. |

Mid-
term

Final

II. Diagnosis/Interpretation

- | | | |
|-------|-------|--|
| _____ | _____ | <p>A. Presents plan to obtain information needed</p> <ol style="list-style-type: none"> 1. Chooses appropriate standardized tests. 2. Develops non-standardized probes. 3. Prepares for modifications dependent on client's response. |
| _____ | _____ | <p>B. Administers tests and procedures appropriately</p> <ol style="list-style-type: none"> 1. Uses standardized administration procedures (no differential feedback). 2. Uses non-standardized administration procedures (probes, assimilability, language sampling, etc.). 3. Obtains representative performance of the client. 4. Modifies administration procedures based on client response. 5. Records responses accurately. 6. Records additional communication and other relevant behaviors. |
| _____ | _____ | <p>C. Scores/Obtains appropriate results</p> <ol style="list-style-type: none"> 1. Uses standardized and non-standardized scoring and analysis procedures accurately. 2. Determines primary error patterns and communication difficulties. 3. Determines response to trial teaching procedures (stimulability). 4. Compares client performance to peer group. 5. Determines client's strengths and difficulties. |
| _____ | _____ | <p>D. Interpretation/Impressions of client status</p> |

1. Determines validity and appropriateness of information obtained.
2. Determines impact of communication difficulty for client and family/others.
3. Determines additional factors effecting communication status (hearing, behavior, motor, cognitive, environment, other).

Mid-
term Final

III. Development of Intervention Plan

- | | | |
|-------|-------|---|
| _____ | _____ | A. Determines focus and strategies for intervention based on academic and diagnostic information |
| _____ | _____ | 1. Determines areas of communication difficulty warranting intervention (long-term goals). |
| _____ | _____ | 2. Determines behavioral short-term goals to teach items/skills in the areas of intervention. |
| _____ | _____ | B. Modifies intervention plan based on client's response |
| _____ | _____ | C. Determines additional areas and strategies for case management (referral, consultation, re-evaluation) |

Mid-
term Final

IV. Written Communication

- | | | |
|-------|-------|--|
| _____ | _____ | A. Includes pertinent information in written work (reports, lesson plans, session analyses, SOAP notes, etc.). |
| _____ | _____ | B. Uses professional writing conventions and style to communicate information clearly to the intended reader. |

Mid-
term Final

V. Implementing the Intervention Plan (individual or group therapy, family education, consultation, other)

- | | | |
|-------|-------|---|
| _____ | _____ | A. Develops lesson plans including: <ol style="list-style-type: none"> 1. Focus on appropriate goals. 2. Effective organization of clinical materials and motivating activities to teach, practice, and attain goals (includes behavior management). 3. Effective target instructions, teaching strategies, and feedback to maximize client strengths and learning style. 4. Implementation of suggestions in previous session analyses, including refinement of teaching approaches. |
|-------|-------|---|

- _____ _____ B. Execution of therapy characterized by:
1. Appropriate use of therapy time to optimize goal attainment (focus).
 2. Appropriate use of instrumentation, materials, instructions, prompts, and feedback, which facilitate client change.
 3. Modification of teaching procedures based on client performance (increase/decrease cues, task difficulty, activity).
 4. Utilizes spontaneous teaching opportunities to facilitate client change.
- _____ _____ C. Session analyses include:
1. Accurate observations and records of client and clinician performance:
 - a. goal-oriented
 - b. spontaneous communication (verbal and nonverbal)
 2. Effective aspects of sessions that should be continued (aspects of planning and execution).
 3. Problems to be discussed and resolved and suggestions for doing so.

Mid-
term

Final

VI. Interpersonal/Counseling Skills

- _____ _____ A. Provides appropriate communication model for client/family (rate, vocabulary, constructions, articulation).
- _____ _____ B. Presents self in appropriate professional demeanor reflecting confidence to accomplish clinical activities.
- _____ _____ C. Effectively obtains information during interviews and conversations with clients/families/others pertinent to case management.
- _____ _____ D. Collaborates with client/family/others regarding strategies to facilitate communication growth and success.
1. Identifies questions and concerns of client/family that should be addressed.
 2. Employs communication tone/focus to foster client participation and growth.
 3. Facilitates discussions of attitudes and feelings pertinent to progress.
- _____ _____ E. Provides clear explanations of pertinent information to client/family and/or other professionals (parent conferences, consultations, case conferences).
- _____ _____ F. Coordinates and communicates effectively regarding case management with colleagues, supervisors, and other professionals.

Mid-

term Final

VII. Approach to Clinical Practice

- _____ _____ A. Clinical Perspective
1. Initiates and accomplishes appropriate professional activities related to over-all case management.
 2. Demonstrates ability to focus on client's needs and to modify case management as needed to meet those needs.
- _____ _____ B. Organizational Skills
1. Accomplishes clinical work in an efficient and effective manner.
 2. Organizes information in a conceptual theoretical framework.
- _____ _____ C. Clinical Initiative/Decision-Making
1. Demonstrates an active and responsible approach to clinical work.
 2. Considers alternative interpretations of data and observations.
 3. Considers alternative solutions to provide communicative services.
- _____ _____ D. Participates in the Supervisory Process by:
1. Actively participates in own clinical development by recognizing and stating own needs and requesting meaningful feedback.
 2. Positively responds to supervisory feedback by thoughtful consideration of new ideas and information.
 3. Implements supervisory suggestions to maximize clinical growth and effectiveness.
 4. Initiates discussions of clinically relevant information and issues to facilitate clinical effectiveness.
 5. Demonstrates strategies to analyze and develop own clinical effectiveness.
- _____ _____ E. Flexibility in Clinical Practice
1. Demonstrates self-confidence in considering and utilizing a variety of clinical perspectives, models, and strategies.

FACTORS EFFECTING CLINICAL GROWTH AND PARTICIPATION

Facilitating Behaviors

- ◆ Decreases anxiety by adequately preparing for clinical practicum activities through discussions with supervisors, planning, role-playing, and other strategies.

- ◆ Defines role and responsibility with client and family within appropriate professional boundaries.
- ◆ Prompt and comprehensive completion of clinical assignments.
- ◆ Accurate observations and reporting of client and own behaviors during clinical sessions.
- ◆ Appropriately responds to concerns expressed by the supervisor through participation in discussions for mutual problem solving.
- ◆ Communicates with supervisor concerning necessary absences from supervisory meetings or other clinical responsibilities.
- ◆ Prepares for and participates in supervisory meetings and discussions to facilitate changes in behavior for the development of clinical skills.
- ◆ Initiates modifications in intervention plan based on client performance.
- ◆ Modifies therapy activities and approaches within sessions based on client responses.
- ◆ Conducts self in accord with professional ethical standards.

Non-Facilitating Behaviors

- ◆ Excessive anxiety levels, which impairs clinician's performance.
- ◆ Excessive feelings of responsibility toward client.
- ◆ Late or absent lesson plans/critiques/assignments.
- ◆ Client and clinician critiques which do not reflect actual session behaviors.
- ◆ Reluctance or refusal to respond to verbal or written requests of concerns expressed by the supervisor.
- ◆ Absent from supervisory meetings or other clinical responsibilities.
- ◆ Inability to make changes in behavior even with repeated supervisory guidance.
- ◆ Unable to initiate new behaviors during second eight weeks of semester.
- ◆ Inflexibility in execution of therapy plan.
- ◆ Disregard for any ethical/professional issue.