



California State University, Fullerton
CALIPSO
Performance Evaluation
Printed for
., Undergraduate Supervisor

Performance Evaluation

Supervisor: ., Undergraduate Supervisor

*Student:

*Site:

*Evaluation Type:

*Semester:

*Course number:

*Patient population:

- Young Child (0-5)
- Child (6-17)
- Adult (18-64)
- Older adult (65+)

Severity of Disorders (check all that apply):

- Within Normal Limits
- Mild
- Moderate
- Severe

Interprofessional (or collaborative) practice (IPP) includes (check all that apply): [\[?\]](#)

- Audiologist
- Dentist
- Dietitian
- Family Member
- Nurse/Nurse Practitioner
- Occupational Therapist
- Pharmacist
- Physical Therapist
- Physician
- Physician Assistant

Client(s)/Patient(s) Multicultural Aspects (check all relevant factors that apply): [\[?\]](#)

- Ethnicity
- Race
- Culture
- National origin
- Socioeconomic status
- Gender identity
- Sexual orientation
- Religion
- Exceptionality
- Other

Client(s)/Patient(s) Linguistic Diversity (check all relevant factors that apply): [\[?\]](#)

- English
- English Language Learner
- Primary English dialect
- Secondary English dialect
- Bilingual
- Polyglot
- Gender identity
- Sign Language (ASL or SEE)
- Cognitive / Physical Ability
- Other

- Psychologist/School Psychologist
- Recreational Therapist
- Respiratory Therapist
- Social Worker
- Special Educator
- Teacher (classroom, ESL, resource, etc.)
- Vocational Rehabilitation Counselor
- Other

Save

P???????????????? R?????? S??????

[Click to see Rating Scale](#)

Please refer to the Performance Rating Scale for grading criteria. Use a score between 1 and 5, in 0.25 increments (1.25, 1.5 etc.)

- 1 - Not evident
- 4 - Adequate
- 2 - Emerging
- 5 - Consistent
- 3 - Present

* If n/a, please leave space blank

Evaluation

Evaluation	Speech Sound Production?	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.								
1. Possesses knowledge of etiologies and characteristics for each communication and swallowing disorder (std IV-C; CTC-SLP2, CTC-SLP3) and/or other communication needs	□	□	□	□	□	□	□	□	□
2. Conducts screening and prevention procedures (std IV-D, std V-B, 1a; CTC-SLP4, CTC-SLP5)	□	□	□	□	□	□	□	□	□
3. Collects case history information and integrates information from clients/patients and/or relevant others (std V-B, 1b; CTC-SLP4)	□	□	□	□	□	□	□	□	□
4. Selects appropriate evaluation instruments/procedures (std V-B, 1c; CTC-SLP4) [?]	□	□	□	□	□	□	□	□	□
5. Administers and scores diagnostic tests correctly (std V-B, 1c; CTC-SLP4)	□	□	□	□	□	□	□	□	□
6. Adapts evaluation procedures to meet client/patient needs (std V-B, 1d; CTC-SLP4)	□	□	□	□	□	□	□	□	□
7. Interprets, integrates, and synthesizes assessment results, history, and other behavioral observations to develop diagnoses (std V-B, 1e; CTC-SLP4) (std V-B, 1e; CTC-SLP4)	□	□	□	□	□	□	□	□	□
8. Makes appropriate recommendations for intervention (std V-B, 1e; CTC-SLP5, CTC-SLP7) and/or instruction	□	□	□	□	□	□	□	□	□

9. Completes administrative and reporting functions necessary to support evaluation (std V-B, 1f; CTC-SLP7) [?]									
10. Refers clients/patients for appropriate services (std V-B, 1g; CTC-SLP4, CTC-SLP7) [?]									
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:									

Save

Intervention/Instruction

Intervention/Instruction	Speech Sound Production?	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.								
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, std 3.1.1B; CTC-SLP5)									
2. Uses appropriate methods, models, prompts or cues. Allows time for client/patient response. (std V-B, 2b; CTC-SLP3)									
3. Implements intervention/instruction plans (involves clients/patients and relevant others in the intervention process) (std V-B, 2b, std 3.1.1B; CTC-SLP5) [?]									
4. Selects or develops and uses appropriate materials/instrumentation (std V-B, 2c; CTC-SLP5) [?]									
5. Sequences tasks to meet objectives (std V-B, 2c; CTC-SLP5)									
6. Provides appropriate introduction/explanation of tasks (std V-B, 2c; CTC-SLP5)									
7. Measures and evaluates clients'/patients' performance and progress (std V-B, 2d; CTC-SLP5)									
8. Modifies intervention plans, strategies, materials, or instrumentation to meet individual client/patient needs (std V-B, 2e; CTC-SLP3)									
9. Completes administrative and functions necessary to support intervention/instruction (std V-B, 2f; CTC-SLP5) [?]									
10. Identifies and refers patients for services as appropriate (std V-B, 2g; CTC-SLP4) [?]									
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:									

Save

Professional Practice, Interaction and Personal Qualities

Professional Practice, Interaction and Personal Qualities	Score
1. Demonstrates knowledge of and interdependence of communication and swallowing processes (std IV-B, std 3.1.6B; CTC-SLP3)	<input type="text"/>
2. Uses clinical reasoning and demonstrates knowledge of and ability to integrate research principles into evidence-based clinical practice (std IV-F, std 3.1.1B; CTC-SLP3) [?]	<input type="text"/>
3. Adheres to federal, state, and institutional regulations and demonstrates knowledge of contemporary professional issues and advocacy (includes trends in best professional practices, privacy policies, models of delivery, and reimbursement procedures/fiduciary responsibilities) (std IV-G, IV-H, std 3.1.1B, 3.1.6B, 3.8B) [?]	<input type="text"/>
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, std 3.1.1B; CTC-SLP5, CTC-SLP7) [?]	<input type="text"/>
5. Provides counseling regarding communication and swallowing disorders to clients/patients, family, caregivers, and relevant others (std V-B, 3c, std 3.1.6B; CTC-SLP5, CTC-SLP7)	<input type="text"/>
6. Collaborates with other professionals in case management (std V-B, 3b, std 3.1.1B, 3.1.6B; CTC-SLP7) [?]	<input type="text"/>
7. Displays effective oral communication with client/patient, family, or other professionals (std V-A, std 3.1.1B; CTC-SLP5, CTC-SLP7) [?]	<input type="text"/>
8. Displays effective written communication for all professional correspondence (std V-A, std 3.1.1B; CTC-SLP5, CTC-SLP7) [?]	<input type="text"/>
9. Adheres to the ASHA Code of Ethics and Scope of Practice documents and conducts him or herself in a professional, ethical manner (std IV-E, V-B, 3d, std 3.1.1B, 3.1.6B) [?]	<input type="text"/>
10. Effectively partners with interpreters and/or translators when necessary (CTC-SLP 4)	<input type="text"/>
11. Establishes rapport and shows care, compassion, and appropriate empathy during interactions with clients/patients and relevant others (std 3.1.1B)	<input type="text"/>
12. Demonstrates professionalism (std 3.1.1B, 3.1.6B) [?]	<input type="text"/>
Total number of items scored: <u>0</u> Total number of points: <u>0</u> Section Average: <u>0</u>	
Comments:	

Save

Met All	Not Met All	(clear) All	Met/Not Met
<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	1. Demonstrates ability to self-evaluate performance and takes initiative to make needed improvements
<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	2. Demonstrates independence in clinical problem solving skills or asking for guidance when appropriate
<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	3. Assumes a professional level of responsibility and initiative in completing all requirements in a timely manner (e.g., paperwork, file maintenance, record keeping, appointment time)
<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	4. Demonstrates openness and responsiveness to clinical supervision and suggestions
<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	5. Personal appearance is professional and appropriate for the clinical setting
<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	6. Displays organization and preparedness for all clinical sessions, parent, team, and supervisor meetings

Improvements Since Last Evaluation:

Strengths / Areas Needing Improvement:

Recommendations for Improvement:

Other comments::

Total points (all sections included): 0 Adjustment: **0.0**
divided by total number of items 0
Evaluation score: 0
Letter grade Fail

By entering the student's name, I verify that this evaluation has been reviewed and discussed with the student prior to final submission.

Student name: Date reviewed:

I verify that this evaluation is being submitted by the assigned clinical supervisor and that I have supervised the above named student.

*Supervisor name: *Date completed:

Final submission (if this box is checked, no more changes will be allowed!)

Standards referenced herein are those contained in the Membership and Certification Handbook of the American Speech-Language-Hearing Association. Readers are directed to the ASHA Web site to access the standards in their entirety: [CFCC Standards](#) | [CAA Standards](#)

Authored by: Laurel H. Hays, M.Ed., CCC-SLP and Satyajit P. Phanse, M.S.

© 2010 Calipso, LLC