

Four Step Learning Assessment Update Communications Sciences and Disorders

The Department of Communication Sciences and Disorders (CSD) completed 4 steps in the Learning Assessment process. 1) We adapted/developed a rubric for assessment for learning including definitions for assessment, 2) defined specific student objectives, 3) determined methods of data collection and analysis, and 4) adapted the accreditation standards from the American Speech-Language-Hearing Association as a separate section (required for maintaining accreditation for the CSD graduate program).

Specifically:

Step 1 RUBRIC for CSD Assessment Performance

Undeveloped

No identifiable performance characteristics of assessment activities, analyses, or action implemented during this time interval.

Beginning

Identifiable performance characteristics reflecting beginning level assessment activities, analyses, or action implemented during this time interval.

Developing

Identifiable performance characteristics reflecting development and movement toward mastery of performance including assessment activities, analyses, and action implemented during this time interval.

Established

Identifiable performance characteristics reflecting mastery of performance including assessment activities, analyses, and action implemented during this time interval.

Exemplary

Identifiable performance characteristics reflecting the highest level of performance including assessment activities, analyses, and action implemented during this time interval.

This will be used to determine progress in achieving learning assessment objectives.

(Adapted from the Southeast Missouri State University and New Mexico State University, 2008.)

Step 2 CSD Learning Objectives

1. To understand common research methods in the field and to develop an appreciation for the relationships between empirical research, the principal theoretical approaches, and evidence-based practice.
2. To appreciate how individual, cultural, and linguistic differences contribute to our understanding of language and communication.
3. To provide foundational knowledge for future study of communication sciences and disorders in graduate school.
4. To demonstrate qualifications for post baccalaureate work in at least one of the following:
 - A. entry into a health and human service profession not requiring a graduate degree;
 - B. entry into a graduate program in allied health or related fields; or
 - C. entry into a graduate program in communication sciences and disorders.
5. To communicate effectively in oral and written forms.

6. To apply critical thinking and problem solving skills to issues in communication sciences and disorders by translating evidence-based practices for service provision.
7. Demonstrate the ability to access and use technology to analyze and interpret theoretical and clinical problems in disabilities
8. Demonstrate professional and ethical responsibilities in clinical practicum.
9. Develop an appreciation and commitment to engage in life-long learning.

Step 3 DATA USED TO EVALUATE SUCCESSFUL OUTCOME/ACHIEVEMENT AND METHODS OF DATA COLLECTION

Instructor, team members, and anonymous evaluations; self-reflection papers; guided reflection; focus groups, interviews or web-based surveys

Power point presentations, written reports, student surveys, portfolios, student team projects, peer evaluations, AAC Labs, Hearing Labs, Speech Science Labs, Phonetics Labs, simulation activities, Language sample analyses, participation in colloquia, exit interviews, alumni surveys and questionnaires

Step 4 ASHA Certification

Students must show successful achievement of the knowledge and skills delineated in Standard I and Standard II (listed below) by means of on-going formative assessment including checklists of skills, records of progress in clinical skill development, portfolios, and statements of achievement of academic and practicum course objectives, among others. Achievement of knowledge and skills will also be determined by summative assessments including such things as grades, scores on tests, comprehensive exams, papers, passing score on the ASHA-approved national examination in speech-language pathology, etc.

Program of Study – Knowledge Outcomes

Standard I-A: Students must have prerequisite knowledge of the biological sciences, physical sciences, mathematics, and the social/behavioral sciences.

Standard I-B: Students must demonstrate knowledge of basic human communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases.

Standard I-C: Students 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:

- articulation
- fluency
- voice and resonance, including respiration and phonation

- receptive and expressive language (phonology, morphology, syntax, semantics, and pragmatics) in speaking, listening, reading, writing, and manual modalities
- hearing, including the impact on speech and language
- swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding; orofacial myofunction)
- cognitive aspects of communication (attention, memory, sequencing, problem-solving, executive functioning)
- social aspects of communication (including challenging behavior, ineffective social skills, lack of communication opportunities)
- communication modalities (including oral, manual, augmentative, and alternative communication techniques and assistive technologies)

Standard I-D: Students must possess knowledge of the principles and methods of prevention, 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.

Standard I-E: Students must demonstrate knowledge of standards of ethical conduct.

Standard I-F: Students must demonstrate knowledge of processes used in research and the integration of research principles into evidence-based clinical practice.

Standard I-G: Students must demonstrate knowledge of contemporary professional issues.

Standard I-H: Students must demonstrate knowledge about certification, specialty recognition, licensure, and other relevant professional credentials.

Program of Study—Skills Outcomes

Standard II-A: Students must complete a curriculum of academic and clinical education that follows an appropriate sequence of learning sufficient to achieve the skills outcomes in Standard II-G.

Standard II-B: Students must possess skill in oral and written or other forms of communication sufficient for entry into professional practice.

Standard II-C: Students 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.

Standard II-D: At least 325 of the 400 clock hours must be completed while the student 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.

Standard II-E: 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.

Standard II-F: 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.

Standard II-G: Students 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, non-standardized 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 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.
- f. Complete administrative and reporting functions necessary to support intervention.
- g. Identify and refer clients/patients for services as appropriate.

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.