

2004 Scholarship of Assessment Grant  
Final Report

Janet Gooch and Paula Cochran  
Communication Disorders

September 28, 2004

Project Title: Authentic Assessment in  
Communication Disorders: A Comprehensive Exam  
Alternative

## Cover Memo

Dear Vice President Gordon:

As stated in our grant proposal, the objectives of our project were:

1. To develop assessment tools and procedures that are compatible with ASHA Knowledge and Skills assessment and the recently approved Truman CMDS Graduate Program Mission, Objectives, and Outcomes.
2. To develop an assessment package for all students in the CMDS graduate program that includes some existing assessment tools and procedures, but also includes:
  - newly developed assessment tools,
  - directions for students,
  - policies and procedures [to be approved by CMDS faculty],
  - timeline for implementation,
  - overview description of the assessment package that would be understandable to outside reviewers, and
  - a revised graduate application for graduation
3. To develop the assessment package in a way that does not change the total number of hours required for a degree and does not discourage students from pursuing a thesis.

This final report includes the documents that were developed as products of the project to meet the objectives listed. We are currently discussing these new procedures and documents at each regularly scheduled CMDS faculty meeting and seeking feedback and approval for implementation. Once the faculty has approved, we will revise the graduate application for graduation, which is the only element listed above that is not completed. It is now anticipated that the new assessment package will be fully implemented as of Fall 2005.

Thank you for the opportunity to address this need in the CMDS graduate program. We look forward to sharing our experiences with others at the October 25 colloquium on assessment sponsored by the Assessment Committee and the Center for Teaching and Learning.

Janet Gooch, Ph.D., Program Chair  
Associate Professor

Paula S. Cochran, Ph.D.  
Professor

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Authentic Assessment in Communication Disorders: A Comprehensive Exam  
Alternative  
Summer 2004 Assessment Grant Project  
**Clinical Process Commentary Summary**  
Janet Gooch and Paula Cochran

The Comprehensive Exam in Communication Disorders is currently associated with a non-thesis curricular option that also includes 6 semester hours of elective coursework. With the adoption of the Clinical Process Commentary, the exam will be eliminated for student entering the graduate program as of Summer 2004. The thesis/non-thesis options will continue, but will pertain to the 6 hours of credit only; students will choose 6 hours of thesis research, or 6 hours of elective coursework.

All graduate students will participate in the Clinical Process Commentary (CPC) activities. It is anticipated that undergraduate students and faculty will also be challenged and stimulated by the activities included in the CPC. They include 3 main components:

- Clinical Process Commentaries, #1 and #2
- Clinical Process Writing Prompts
- Portfolio of Key Assignments

A. Clinical Process Commentaries

The Clinical Process Commentaries (CPC) consist of a sequence of major projects that :

1. emphasize strong ties between the academic and clinical curricula,
2. provide opportunity for formative and summative evaluation, and
3. provide opportunity for students to demonstrate depth of knowledge and expertise through both oral and written presentation

The CPC will be required at 2 different times in the course of graduate study, usually the second semester (spring) and the last semester (fall) prior to internship. They should invite comparison on the part of students regarding issues such as:

- How were these two clinical experiences similar and different?
- What similarities/differences were there in the clients? In the challenges presented? In opportunities to address and achieve clinical competencies?
- How was course information/academic knowledge/research applied to the management of the second case?
- What evidence of growth is demonstrated by the clinician in the way the second client was managed compared to the first? (goals, record keeping, reporting, supervision needs, intervention techniques, estimations of progress?)

The expected/typical sequence would be:

1 <sup>st</sup> Fall Semester ->	Spring Semester ->	2 <sup>nd</sup> Fall Semester (may vary)
<p>Single-subject research project involving client</p> <p>Planned and implemented in CMDS 667, Research Methodology</p> <p>Final paper includes response to key assignment prompt regarding how new knowledge/skills may be applied to future clinical challenges.</p> <p>IRB paperwork will cover research project and CPC# 1.</p>	<p>Clinical Process Commentary #1, examines client and case management from clinical rather than research point of view. Makes use of reflections on the therapy process developed while seeing the client. Includes analysis of videotaped session and clinician strengths and weaknesses. Makes use of the same client as previous research study. Requires self-assessment of presentation.</p>	<p>Clinical Process Commentary # 2, examines case management of a different client, chosen by the student. Includes analysis of video, comparison to first CPC, discussion of links to coursework/literature, and discussion of personal growth as a clinician.</p> <p>Student must submit standardized IRB paperwork and schedule presentation with faculty (usually in conjunction with weekly faculty meetings.)</p>
<p><b>Presentation:</b> Annual research forum, poster session, and final paper. <b>Assessment:</b> Multiple faculty review of oral presentation and poster session. Peers invited to poster session. Performance reflected in course grade.</p>	<p><b>Presentation:</b> Videotaped case study presentation during Friday Forum to faculty and peers. Includes PowerPoint and video clips. <b>Assessment:</b> Self-assessment of presentation, faculty and peer feedback. PASS constitutes permission to proceed to CPC #2.</p>	<p><b>Presentation:</b> Formal oral presentation to faculty accompanied by written Clinical Process Commentary paper. <b>Assessment:</b> Multiple faculty review of oral presentation and final paper (summative assessment). PASS constitutes successful completion of comprehensive exam requirement.</p>

## **B. Clinical Process Writing Prompts (CPW)**

The purpose of this new component to our clinical curriculum and assessment activities is to explicitly encourage and develop the habit of self-reflection and self-assessment in student clinicians at the undergraduate and graduate levels. A series of writing prompts will be developed that all student clinicians will be expected to address weekly or bi-weekly. Responses will normally be submitted to clinical supervisors along with written lesson plans and discussed regularly in the Friday Forum.

It is intended that some writing prompts will encourage student clinicians to make connections between coursework and the management of their clients. Others will invite student clinicians to reflect on what they are doing and how they are doing it. A separate set of writing prompts for Fall (5), Spring (5), and Summer (3) use have been developed, taking into consideration the unique aspects of each part of the year for a typical student clinician.

Graduate students working on CPC#1 and CPC#2 will be encouraged to consult Clinical Process Prompts as well as self-reflections on key assignments that they have written in the past to help them recapture some of the thinking they were doing at the time they were working with their clients and relevant coursework. In addition, the Clinical Process Prompts will help clinicians document how their clinical knowledge, skills, and attitudes have changed for the purposes of the CPC and their portfolios.

At the undergraduate level, the CPW writing and discussions will encourage self-reflection in student clinicians. This is a common and valuable aspect of a senior capstone experience.

## **C. Portfolios of Key Course Assignments**

Key course assignments in graduate classes will be required components of a graduate portfolio (currently students choose portfolio contents). These key assignments will be identified in advance, and will include a self-assessment component at the time they are submitted to various faculty instructors. The self-reflection component will normally be a written response to a standardized prompt, such as:

“How do you anticipate that you will apply the knowledge and skills you have acquired through this assignment in your future clinical practice?”

Whether or not the self-reflection component will be considered in evaluation of the project will be up to the faculty member, but students will be required to include it. The list of “key assignments” will be developed and approved by the faculty as a whole.

Key assignments under consideration include:

- Single-subject research project
- Language sample analysis
- Language disorders narrative/literacy project
- Phonology project/speech transcription
- Diagnostic report
- Computer class software development project
- Others . . .

Prior to graduation, students will be required to submit their portfolios, including a self-evaluation of their academic and clinical progress. They should make use of the reflective statements/papers that have been included in clinical practicum and key course assignments throughout their graduate study.

**Communication Disorders  
Truman State University  
Clinical Process Commentary  
Timeline for Implementation**

## Fall Semester 2004

Administer Comprehensive exam as usual

Presentation to faculty at faculty meeting(s)

Approval of general procedures and components by faculty

Orientation to CPC for new graduate students and Research Methodology component is implemented

Provide graduate students (old and new) with individual advising about who new procedures will apply to

Implement Clinical Process Prompts reflective writing exercises in CMDS 480/680, including increased faculty attendance at Friday Forum (make a schedule?)

Include reflective prompt in key graduate assignments for Fall 2004

Work on updating program and university documents, including:

Bulletin copy

Graduate Application for Graduation

CMDS web site

Clinic consent form revision

Course syllabi

Graduate portfolio directions

Orient new graduates (workshop?) for CPC #1 and portfolio

Check BT 200 schedule for next semester

## Spring 2005

Administer Comprehensive exam as usual

First set of CPC#1 presentations in Friday Forum (4)

Faculty feedback forms  
Peer response forms  
Self-assessment forms  
Meetings between presenters and advisors  
Continue Clinical Process Prompts reflective writing exercises in CMDS 480/680  
Students preparing for CPC#2 to be presented summer or fall (submit IRB's)  
New graduate students oriented to CPC#1 and CPC #2

## Summer 2005

Possible presentation of first CPC#2's and continue Prompts

## Fall 2005

Graduate orientation includes complete packet of new forms, etc.  
Research Methodology component is implemented  
(administer comprehensive exam if needed)  
New students getting ready for CPC#1  
Presentations of CPC#2 - Start new faculty meeting schedule  
Submission of first new portfolios

## Spring 2006

Presentation of CPC#1 and CPC#2  
Evaluate whether current CPC procedures are working well for students and faculty  
Look data such as thesis, PRAXIS scores, 1-yr alumni surveys  
List of stuff for P & J to create:  
IRB template  
Participation in Case Study consent form  
Oral presentation feedback forms for faculty and peers (consider listing KASA)

- Oral presentation evaluation for CPC 2

Clinical Process Commentary  
**Student Guide for CPC #1**  
Truman State University  
Communication Disorders

## Overview

The purpose of this project is to provide an opportunity for you to demonstrate your development as a clinician and your grasp of the fundamentals of clinical practice. It also is a required component that you must do in partial fulfillment of the requirements for a master's degree in communication disorders.

Successful completion of the CPC requires each student to develop an oral presentation. Typically the presentation will occur during the second semester of graduate work.

Because you are publicly presenting clinical information about a specific client, the CPC will be treated much like a research project. Your use of client information must be approved by the IRB. A standard IRB form and project explanation should be used (If you have had Research Methodology, this will be taken care of for you; otherwise obtain this from the CPC coordinator and submit to the IRB at least 6 weeks before your presentation is scheduled to occur).

\*\*\*\*Schedule your CPC #1 presentation through the clinic director during the first 2 weeks of the semester - they will be scheduled on a first-come, first-serve basis, so to get your preferred time, plan accordingly.\*\*\*\*

Your presentation will be:

- Created with PowerPoint slides
- Will include a brief video clip for illustration purposes (1-3 minutes) NOT the entire 15 minute tape that you will submit separately
- Formally presented to peers and faculty at a Friday Forum
- Approximately 15 minutes in length
- Followed by a brief question and answer period

You will submit the following within 2 weeks after your oral presentation:

- A 15 minute continuous and unedited videotape of the individual therapy session upon which your presentation was based
- The lesson plan and long range goals associated with this session, with identifying information removed
- Videotape of your presentation
- Written self-assessment of your presentation
- IRB approval letter

- Cover sheet

After your materials have been reviewed by the faculty, you will meet with your advisor to obtain the results. Your advisor will let you know if you have passed the CPC#1. You and your advisor will compare your self-assessment with feedback from the faculty about your presentation.

## **Evaluation Criteria**

The evaluation criteria used to assess the CPC are based on KASA outcomes related to clinical knowledge and skills. The content of your presentation must demonstrate clear, consistent, and convincing evidence that you:

- Applied detailed knowledge of your client's case history and individual characteristics.
- Managed client behavior, provided feedback, motivated maximum client effort
- Provided a therapy environment designed to optimize client success (considers safety, room arrangement, material selection, material management, conversational partners and/or family participation)
- Maintained professional and ethical behavior toward the client and family
- Reflected on the clinical process and personal goals for improvement

Additional criteria for evaluation of oral presentation: organization, use of PowerPoint and video clips, professional impression (dress, eye contact, manner), appropriate loudness and use of voice.

## **Contents of the CPC Oral Presentation**

Draw on your previously written Clinical Process Prompts as well as examples from the videotaped segment to address the following points. Your presentation should be organized to include the following:

Therapy context

- Describe the client in a way that is brief but sufficient for the audience
- Describe any important environmental factors relevant to your therapy and the client's participation

Planning and videotape analysis:

- Discuss your long range goals and why they were appropriate for this client
4. Discuss the goals for this particular session and how they fit into your long-term goals

5. Explain your rationale for choosing these particular activities to meet the goals of this session
6. Discuss your choice of materials and reasons for choosing them.
7. To what extent does this session reflect your ultimate communication goals for this client?

**Self-Assessment:** After your presentation

Based on your presentation and clinical experiences, complete the CPC # 1 Self-Assessment.

## Getting Ready

### Choosing the client

Normally, the first clinical process analysis will focus on your work with your research project client, continuing from a clinical point of view the single-subject research study that you did in CMDS 667 Research Methodology.

### Choosing the therapy session

The session you choose should clearly show a logical step toward a long range goal. It should demonstrate your effective management of the client and the clinical setting, including materials, feedback, record keeping, etc.. Ideally, it will demonstrate how you have designed this activity to meet the specific needs of this client. You may plan in advance that this session will be one that you videotape with a CPC in mind, or it could be a session that was videotaped for other reasons.

### Choosing the videotape segment

Ideally, you should have several videotape segments to choose from so that you can select one that fits all the requirements as well as possible, and shows your clinical skills. The segment should show your interaction with the client, although the camera need not always be on you. You need one continuous 15 minute, unedited segment to submit, from any point in the session as a whole. Select the segment that you think provides the best evidence of the evaluation criteria listed above.

Communication Disorders Faculty  
Truman State University  
CPC #1 ORAL Presentation Evaluation Form

Student: \_\_\_\_\_ Reviewer: \_\_\_\_\_ Date: \_\_\_\_\_

Directions:

Please indicate below your general impression of the student's presentation, indicating which aspects of the presentation you considered to be weak or strong. Give an overall PASS/FAIL summary score. Shaded cells pertain to the student's presentation skills, not to the clinical skills demonstrated or discussed.

Criteria	PASS	FAIL	Comments
Describes client and setting			
Discusses goals for client			
Explains rationale for materials and activities			
Reflects on ultimate communication goals for client			
Uses audio/visual materials effectively			
Gives professional impression (eye contact, body language, dress)			
Appropriate loudness and use of voice			
Overall quality of this presentation			

**Global evaluation: (circle one)                      PASS                      FAIL**

Communication Disorders  
Truman State University  
Clinical Process Presentation Peer Response Form

Your Name: \_\_\_\_\_ Date: \_\_\_\_\_

Student presenter: \_\_\_\_\_

**Purpose:** The purpose of this exercise is to help student clinicians benefit from the clinical process presentations of their peers. The intention is to help the presenter's peers apply information and thinking from the presentation to their own clinical experiences and progress as a student clinician. Your responses will not be shared with the student presenter, with the possible exception of the last question. Completion of this form is a required component of CMDS 480 and 681.

**This presentation made me think about my own clinical skills.**

Strongly disagree	Disagree	No opinion	Agree	Strongly Agree
1	2	3	4	5

Explain: \_\_\_\_\_

I learned or thought of information that will assist me with my current clinical assignment.

Strongly disagree	Disagree	No opinion	Agree	Strongly Agree
1	2	3	4	5

Explain: \_\_\_\_\_

I learned or thought of information that I think will be helpful in the future.

Strongly disagree	Disagree	No opinion	Agree	Strongly Agree
1	2	3	4	5

Explain: \_\_\_\_\_

I might have chosen different therapy goals and/or approaches for this client.

Strongly disagree	Disagree	No opinion	Agree	Strongly Agree
1	2	3	4	5

Explain: \_\_\_\_\_

The presenter made good use of audio/visual materials, used appropriate voice and eye contact, and gave a professional impression.

Strongly disagree	Disagree	No opinion	Agree	Strongly Agree
1	2	3	4	5

Explain: \_\_\_\_\_

The most important / meaningful point I took away from this presentation was:

In response to the presentation, I had a question but I didn't ask it. The question was:

Communication Disorders Faculty  
 Truman State University  
 CPC # 1 Oral Presentation Self-Assessment and Cover Sheet

Student: \_\_\_\_\_ Date of presentation: \_\_\_\_\_

Directions:

Please comment on each area indicated, based on the videotape of your presentation, previously written Clinical Process Prompts, and/or other information you may have (such as supervisor comments).

Criteria	Comments
Uses audio/visual materials effectively	
Gives professional impression (eye contact, body language, dress)	
Appropriate loudness and use of voice	
Overall quality of this presentation	

Attach a typed commentary on each of these questions:

- Reflect on your personal challenges and growth as a clinician.
- Reflect on how you would like to improve and your future goals as a clinician.

Checklist of attachments:

- A 15 minute continuous and unedited videotape of the individual therapy session upon which your presentation was based
- The lesson plan and long range goals associated with this session, with identifying information removed
- Videotape of your presentation

- Written self-assessment of your presentation (reflection questions listed above)
- IRB approval letter
- Cover sheet (this page)

Submit your entire CPC#1 packet to the CPC Coordinator (Cochran) no later than 2 weeks following your presentation.

**Clinical Process Commentary# 2**  
**Student Guide**  
**Truman State University**  
**Communication Disorders**

## Overview

The purpose of this project is to provide an opportunity for you to demonstrate your development as a clinician and your grasp of the fundamentals of clinical practice. It also is a required component that you must do in partial fulfillment of the requirements for a master's degree in communication disorders.

Successful completion of the CPC requires each student to develop an oral presentation and a related paper regarding a particular therapy session with a client of their choosing. Typically the presentation and paper will be submitted during the last semester before internship. Your paper should be completed and 3 copies submitted to program director no later than 2 weeks prior to your scheduled oral presentation.

Because you are publicly presenting clinical information about a specific client, the CPC will be treated much like a research project. Your use of client information must be approved by the IRB. A standard IRB form and project explanation should be used (obtain this from the CPC coordinator and submit to the IRB at least 6 weeks before your presentation is scheduled to occur).

Your presentation will be:

- Created with PowerPoint slides
- Will include a brief video clip for illustration purposes (1-3 minutes) NOT the entire 15 minute tape that you will submit with your Commentary paper
- Formally presented to a group of faculty
- Approximately 15 minutes in length
- Followed by a question and answer period of about 30 minutes

You will submit the following 2 weeks before your oral presentation:

- A 15 minute continuous and unedited videotape of an individual therapy session
- Three (3) copies of your written commentary (about 12 pages) that provides a context for your therapy choices and describes, analyzes, and evaluates your clinical skills in an individual therapy session and 3 copies of the following support documents:
  - The lesson plan and long range goals associated with this session, with identifying information removed
  - IRB approval letter
  - Cover sheet

## Evaluation Criteria

The evaluation criteria used to assess the CPC are based on KASA outcomes related to clinical knowledge and skills. The content of your presentation and paper must demonstrate clear, consistent, and convincing evidence that you:

- Applied detailed knowledge of your client's case history and individual characteristics.
- Managed client behavior, provided feedback, motivated maximum client effort
- Drew on research and course information in order to develop appropriate goals and treatment strategies
- Provided a therapy environment designed to optimize client success (considers safety, room arrangement, material selection, material management, conversational partners and/or family participation)
- Measured and evaluated client's performance and progress
- Modified aspects of therapy (e.g., therapy procedures, materials, equipment) to meet client needs
- Maintained professional and ethical behavior toward the client and family

Additional criteria for evaluation of oral presentation: organization, use of PowerPoint and video clips, professional impression (dress, eye contact, manner), appropriate loudness and use of voice.

Additional criteria for evaluation of written CPC: follows format requirements, addresses all 3 main themes and subquestions, organization and writing mechanics.

## Composing the Written Clinical Process Commentary

The written Clinical Process Commentary has been divided into 3 themes with specific questions to help organize your thoughts.

- Therapy context (1 page)  
In this section provide specific information about your client and the therapy setting. This should include age, disorder, important case history information and therapy background. Describe any important environmental factors relevant to your therapy and the client's participation.
- Planning and videotape analysis (6 pages)  
Draw on your previously written Clinical Reflections and the videotape to write a cohesive essay that addresses the following questions as a whole.
- In this session, what goals did you have for your own growth as a student clinician?

- What were your long range goals and why are they appropriate for this client?
- 8. What were the goals for this particular session and how did they fit into your long-term goals?
- 9. What is your rationale for choosing these particular activities to meet the goals of this session?
- 10. Discuss your choice of materials and reasons for choosing them.
- 11. What activities came before and after this videotaped segment – what was your rationale for ordering activities in this way?
- 12. How does this session reflect your application of curricular knowledge?
- 13. How does this session reflect your ultimate communication goals for this client?

- Reflection (5 pages)

Draw on your previously written Clinical Reflections as well as examples from the videotaped segment to address the following:

- To what extent did you achieve your goals for personal development as a clinician?
- To what extent did the client achieve the goals of the session?
- Describe a successful moment/aspect of this lesson as seen on the tape?
- What would you do differently, if anything, if you were to repeat this therapy session? If you would not change anything, explain why?
- What was the influence of this session's outcomes on the future therapy with this client?
- Reflecting on the entire clinical process analysis you have completed, describe any realizations and/or goals you have made about your clinical skills.

## Getting Ready

### Choosing the client

You may choose any client assigned to you for your second indepth clinical process analysis. Normally, the first clinical process analysis will focus on your work with your research project client, continuing from a clinical point of view the single-subject research study that you did in CMDS 667 Research Methodology. Factors to consider when choosing the client for your second CPC:

- You should have had sole responsibility for the client (not group)
- The client's folder includes a signed consent for Participation in Case Study form.
- You should have previously written Clinical Reflections about your work with this client
- Is videotape available that meets the requirements or can I still make some?
- Does my work with this client demonstrate strong clinical skills?
- The focus is on your clinical skills, not the progress of the client.
- Does my work with this client show growth as a clinician (compared to first CPC)?

- Can I address the questions posed in the Planning/Videotape Analysis with regard to my work with this client?

### Choosing the therapy session

The session you choose should clearly show a logical step toward a long range goal. It should demonstrate your effective management of the client and the clinical setting, including materials, feedback, record keeping, etc.. Ideally, it will demonstrate how you have designed this activity to meet the specific needs of this client. You may plan in advance that this session will be one that you videotape with a CPC in mind, or it could be a session that was videotaped for other reasons.

### Choosing the videotape segment

Ideally, you should have several videotape segments to choose from so that you can select one that fits all the requirements as well as possible, and shows your clinical skills. The segment should show your interaction with the client, although the camera need not always be on you. You need one continuous 15 minute, unedited segment to submit, from any point in the session as a whole. Select the segment that you think provides the best evidence of the evaluation criteria listed above.

## **General Directions and Format Specification for Written CPC**

1. Schedule your CPC presentation through the program director the semester BEFORE you plan to complete your CPC
2. Submit IRB paperwork at least 6 weeks in advance of your CPC presentation
3. Check client folder for signed Participation in Case Study consent form
4. Once you choose a videotape segment, make a copy to be submitted with your paper. Check to be sure it really plays.
5. Submit the tape and 3 copies of your paper packet to the program director at least 2 week prior to your oral presentation.

### Format information:

Your finished CPC paper should be 10-14 pages in length, double-spaced, 12 pt. Font, 1 inch margins, and must include page numbers. Follow APA style guidelines in general for things like references, headings, and quotes. DO NOT include any identifying information about your client – make sure clinical documents have identification

removed. Refer to “the client” or pronouns (he, she). Do not refer to your client by name or initials.

At your scheduled presentation, you should submit 3 complete packets containing your CPC materials in the following order:

- 1 videotape (multiple copies not necessary)
- Cover sheet
- IRB approval letter
- Long Range Goals
- Lesson Plan for session on tape
- Clinical Process Commentary

## **General Directions and Format Specifications for Oral CPC**

You should plan a formal 15 minute presentation, much like you gave at the Research Forum. The final oral CPC will not usually be videotaped. You should plan to show brief video clip(s) to illustrate important highpoints of your presentation (not to exceed 3 minutes of video, total). In general, your presentation should follow the structure of your written CPC, including a brief background about your client. The majority of your presentation should be about how you planned and implemented this session, and your reflections on how it demonstrates your clinical skills.

Normally, at least 3 graduate faculty will be present although there may be others in the audience, including supervisors and guests. After your presentation, you should expect several questions. Questions may or may not be directly related to your presentation. For example, topics related to relevant course work, the clinical process, and professional affairs may arise, in order to help the evaluation committee assess your breadth and depth of knowledge. For example, you might do a CPC about your client with Down Syndrome. The committee might ask you to talk a bit about Down Syndrome in general and the most frequently occurring developmental and communication characteristics.

Following the question and answer period, you will be asked to step out of the room for a few moments while the committee confers. You will be invited back and given the results of your entire CPC at that time. Passing the CPC constitutes passing the comprehensive exam, in partial fulfillment of the requirements for a master’s degree.

If a student should fail either the written or oral portion of the CPC, it could cause delay of internship or graduation. The procedures for remediating the failed portion will be

negotiated between the student and the evaluation committee. Typically, the portion failed would be repeated after an appropriate period of time.

Communication Disorders **Faculty**  
 Truman State University  
 CPC # 2 Presentation Evaluation Form

Student: \_\_\_\_\_ Reviewer: \_\_\_\_\_ Date: \_\_\_\_\_

Directions:

Please indicate below your general impression of the student's presentation, indicating which aspects of the presentation you considered to be weak or strong. Give an overall PASS/FAIL summary score. Shaded cells pertain to the student's presentation skills, not to the clinical skills demonstrated or discussed.

Criteria	PASS	FAIL	Comments
Describes client and setting			
Discusses goals for clinician and client			
Identifies application of research or coursework knowledge			
Describes role of materials and activities/adaptation to client			
Reflects on personal challenges and growth since first CPC			
Reflects on how to improve or future goals			
Uses audio/visual materials effectively			
Gives professional impression (eye contact, body language, dress)			

Appropriate loudness and use of voice			
Overall quality of this presentation			

**Global evaluation: (circle one)                      PASS                      FAIL**

**Communication Disorders**  
Truman State University

**Clinical Process Writing Prompts (CPW)**

The purpose of this new component to our clinical curriculum and assessment activities is to explicitly encourage and develop the habit of self-reflection and self-assessment in student clinicians. A series of writing prompts will be provided that student clinicians will be expected to address approximately bi-weekly. Responses will normally be submitted to clinical supervisors along with written lesson plans and discussed regularly in the Friday Forum.

It is intended that some writing prompts will encourage student clinicians to make connections between coursework and the management of their clients. Others will invite student clinicians to reflect on what they are doing and how they are doing it.

**Fall Prompts**

What are your expectations of progress for your clients this semester? What are your expectations based on?

Consider your strengths and weaknesses as a student clinician. Discuss how your particular clients may provide opportunities for you to utilize your strengths and address your weaknesses this semester.

How did you arrive at the long range goals for your client, and why do you think they are high priority? How important is it that a client or client’s family is involved in choosing long range goals?

Describe and discuss the procedures you are using to document your client’s progress.

Describe and discuss the most important changes that you experienced this semester, both in the behavior of your client and in your own clinical skills.

## **Spring Prompts**

As you prepare to work with your new clients, consider how they compare to clients you have had in the past.

Describe the resources you have consulted in order to provide the best possible intervention services for your clients. How are you applying course materials or research literature to support your clinical decisions?

Describe the involvement and attitude of your client and client's caregivers toward the therapy process. What are their perceptions of your client's progress? Discuss how you communicate with your client and your client's family about progress.

Compared to last semester, what is challenging you most about your clinical assignment and what is most rewarding? Comment on past experiences that have positively or negatively influenced your management of this clinical assignment.

Discuss the growth you have experienced in your clinical skills and future goals you have established for yourself as a clinician?

## **Summer Prompts**

Compare your cultural and linguistic background to that of your client and client's family. Discuss how any differences you know of might influence your interactions with them, and your client's progress in therapy.

Developing activities and choosing materials is an important clinical skill. Describe a therapy activity that you feel was especially successful and why OR describe an activity that did not meet your expectations - how could you have modified it to work more effectively?

Consider your strengths and weaknesses as a student clinician. Discuss how your particular clients provided opportunities for you to utilize your strengths and address your weaknesses this semester.

## Truman State University Communication Disorders

### Directions to students re: Clinical Process Writing Prompts

**Purpose:** The purpose of this new component to our clinical curriculum and assessment activities is to explicitly encourage and develop the habit of self-reflection and self-assessment in student clinicians. A series of writing prompts will be provided that student clinicians will be expected to address approximately bi-weekly. Prompts and due dates will be posted on the bulletin board outside the MMC, and announced in the Friday Forum. Responses will normally be submitted to clinical supervisors along with written lesson plans and discussed regularly in the Friday Forum.

It is intended that some writing prompts will encourage student clinicians to make connections between coursework and the management of their clients. Others will invite student clinicians to reflect on what they are doing and how they are doing it.

**Specifications:** You should submit your typed response to each prompt on the date specified to your clinical supervisor. Be sure your name and the prompt appear at the top of the page. Also, indicate which clients/assignments are discussed in your paper by identifying the supervisor and type of client or assignment. This will help you later on when you review your papers for portfolios, etc. For example, you could use the identifier: "Gooch, preschool phonology" to remind yourself and others about who you're thinking about. No identifying information about your clients should be included. If you have more than one client or clinical assignment, you can combine your reflections into one paper, but you should give a copy to each supervisor.

**Length:** The exact length of responses to the Clinical Process Prompts is not specified at this time. We expect that you will have more to say about some than others, and you should feel free to express yourself accordingly. The more you put into this process, the more you will benefit now and in future assignments and tasks that require you to reflect on your clinical experiences. We would rather see a brief but thoughtful reflection than a lengthy surface-level how-can-I-fill-up-the-page response. We anticipate that a typical response will be about 1-2 pages in length.

**Evaluation:** Your responses will be read by your clinical supervisor, who will use the information to help you and other student clinicians. You will not receive a letter grade for this work, but it is required in order to receive a passing grade in clinic. Your papers will be returned to you eventually, in a manner similar to lesson plans. The topics of the prompts will also be discussed in the Friday Forum. The intention is that by thinking and writing about these concepts in advance, you will be ready to contribute to a lively and thought-provoking discussion.