

Outcome Detail Report

10. CSD MS - Successfully Complete Outcome Effectiveness Clinical Components of Degree Program

No
Graph
Data

Outcome Description:

109%

Outcome 10: ASHA Stds IV-C to G: ASHA Stds IV-C to G: Student must complete 400 clinical clock hours of supervised clinical experience in the practice of speech-language pathology of which 325 must be obtained at the graduate level. Twenty-five hours must be spent in clinical observation, and 375 hours must be spent in direct client/patient contact. Supervised practicum must include experience with client/patient populations across the life span and from culturally/linguistically diverse backgrounds and must include experience with client/patient populations with various types and severities of communication and/or related disorders differences and disabilities. Students must be supervised by individuals who hold the ASHA CCC. The amount of supervision must be appropriate to the students level of knowledge, experience, and competence and must be sufficient to ensure the welfare of the client/patient. Supervised clinical experience includes clinical experiences sufficient in breadth and depth to achieve the following skills:

--- **Projected**
 --- **Actual**
 Average Results

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; and, g) refer clients/patients for appropriate services.

Intervention: a) develop setting-appropriate intervention plans with measurable and achievable goals that meet client'/patients' needs. Collaborate with clients/patients and relevant others into he planning process; b) implementation 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; and, g) identify and refer clients/patients for services as appropriate.

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; and, d) adhere to the ASHA Code of Ethics and behave professionally.

Outcome Details			
Projected Score: 90%	Actual Score: 98%	Weighted Score: 109%	Planning Year: 2009-2010

Program:	Outcome Type:	Operational Status:
Communicative Sciences & Disorders- MS	Program-Level Student Learning Outcomes	In Planning

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Program Goals	Stake Holders
No Program Goals to Display	* Students
	Advisory Board
	Clients
	Community/Public
	Faculty
	Parents (Caregivers)

Courses	
Course:	Skill Level:
CSD516 - Advanced Clinical Practicum	Strong

Measures	
Performance in Clinical Components of Program - 948	 109%
Knowledge and Skills Assessment (KASA) evaluation of student performance in CSD 516 Advanced Practicum	
Rubrics	
No Rubrics to Display	

Intended Results	
Date:	Intended Result:
05/05/2010	Graduating 2nd and 3rd year students will achieve a Likert rating of "4" or "5" on the clinical KASA, indicating a passage average percentile between 80-100%. Graduate students must maintain a 3.0 with no more than two C's on their transcript.

Status Reports	
No Status Reports to Display	

Actual Results	
Date:	Actual Result:
05/05/2010	One student during the Fall, 2009 semester was relieved of clinical duties due to medical reasons, all other students earned A's and B's or "4's" and "5's" on the Likert rating scale of the clinical KASA. Student progression through practicum experiences was closely monitored using the Knowledge and Skills Assessment (KASA) document of student performance.

Use of Results	
Date:	Use of Result:
06/07/2010	Practicum course content and clinical procedural modifications/additions are documented in CSD faculty meeting minutes through discussions with faculty, externship supervisors, advisory board members, students, parents/caregivers of clients and various stakeholders.

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Gap Analysis	
Date:	Gap Analysis:
05/05/2010	There was no gap between the intended results and the actual results. Students enrolled in CSD 516 received acceptable evaluations on the Knowledge and Skills Assessment (KASA) document of student performance.
Action Plan:	No action plan deemed necessary at this time.
Intended Result:	05/05/2010 - Graduating 2nd and 3rd year students will achieve a Likert rating of "4" or "5" on the clinical KASA, indicating a passage average percentile between 80-100%. Graduate students must maintain a 3.0 with no more than two C's on their transcript.
Actual Result:	05/05/2010 - One student during the Fall, 2009 semester was relieved of clinical duties due to medical reasons, all other students earned A's and B's or "4's" and "5's" on the Likert rating scale of the clinical KASA. Student progression through practicum experiences was closely monitored using the Knowledge and Skills Assessment (KASA) document of student performance.
Use of Result:	06/07/2010 - Practicum course content and clinical procedural modifications/additions are documented in CSD faculty meeting minutes through discussions with faculty, externship supervisors, advisory board members, students, parents/caregivers of clients and various stakeholders.
Objectives:	No Associated Objectives to Display
SWOT	
No SWOT to Display	

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Associated Standards

ASHA1 - 3.1.4 - The academic and clinical curricula reflect an appropriate sequence of learning experiences: The program must provide evidence of appropriate sequencing of course work and clinical education. Appropriate sequencing must be evident in examples of typical programs of study, including clinical placements.

ASHA1 - 3.1.5 - Clinical supervision is commensurate with the clinical knowledge and skills of each student, and clinical procedures ensure that the welfare of each person served by students is protected, in accord with recognized standards of ethical practice and relevant federal and state regulations: Clinical supervision is commensurate with the clinical knowledge and skills of each student, and clinical procedures ensure that the welfare of each person served by students is protected, in accord with recognized standards of ethical practice and relevant federal and state regulations: The program must demonstrate how the nature and amount of supervision are determined and adjusted to reflect the competence of each student. The programs written policies must describe the extent to which students are supervised and have access to supervisor or preceptor consultation when providing services to client/patients. Procedures for client/patient safety, confidentiality, and security of client/patient records must also be clearly described in the programs written policies, in accordance with relevant federal and state regulations. Ethical standards must be clearly documented in the programs published materials.

ASHA1 - 3.1.6 - Clinical education obtained in external placements is governed by agreements between the program and the external facility and is monitored by program faculty: Clinical education obtained in external placements is governed by agreements between the program and the external facility and is monitored by program faculty: The program must provide examples of its written agreements with external facilities, its policies regarding the identification and ongoing evaluation of external facilities, procedures for selecting and placing students in external clinical sites, and evidence that clinical education in external facilities is monitored by the program to ensure that educational objectives are met.

ASHA1 - 3.1.7 - The clinical education component of the curriculum provides students with access to a client/patient base that is sufficient to achieve the programs stated mission and goals and includes a variety of clinical settings, client/patient populations, and age groups: The clinical education component of the curriculum provides students with access to a client/patient base that is sufficient to achieve the programs stated mission and goals and includes a variety of clinical settings, client/patient populations, and age groups: The program must describe how it ensures that each student is exposed to a variety of populations across the life span and from culturally and linguistically diverse backgrounds. Clinical education must include experience with client/patient populations with various types and severities of communication and/or related disorders, differences, and disabilities. The program must provide information about the size and diversity of the client/patient base and describe the clinical populations available in the facilities where students are placed.

ASHA1 - 3.1.1A - The program must provide a curriculum leading to a masters or other entry-level graduate clinical degree with a major emphasis in speech-language pathology. The program must offer appropriate courses and clinical experiences on a regular basis so that students may satisfy the degree requirements within the published time frame.

ASHA1 - 3.1.1D - The curriculum in speech-language pathology must provide the opportunity for students to complete a minimum of 400 clinical education hours, 325 of which must be attained at the graduate level. The program must provide sufficient breadth and depth of opportunities for students to obtain a variety of clinical education experiences in different work settings, with different populations, and with appropriate equipment and resources in order to acquire and demonstrate skills across the scope of practice in speech language pathology, sufficient to enter professional practice.

ASHA1 - 3.1.1E - It is the responsibility of the program to plan a clinical program of study for each student. The program must demonstrate that it has sufficient agreements with supervisors or preceptors and clinical sites to provide each student with the clinical experience necessary to prepare them for independent professional practice. It is the programs responsibility to design, organize, administer, and evaluate the overall clinical education of each student.

SACS - 4.1 - The institution evaluates success with respect to student achievement, including as appropriate, consideration of course completion, state licensing examinations, and job placement rates. (Student achievement)

SACS - 4.2 - The institutions curriculum is directly related and appropriate to the purpose and goals of the institution and the diplomas, certificates or degrees awarded. (Program curriculum)

Associated Objectives

No Associated Objectives to Display