**CSD Professional Evaluation**

Student Name: \_\_TEMPLATE EXAMPLE \_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_

The purpose of this document is to help students entering clinical work in SLP to be aware of expectations of professional behaviors in the workplace. The intent is to evaluate students in the CSD graduate program twice during their program of study in the Spring of year 1 and year 2. Any “X” in the Below Expectations column indicates that this area needs improvement.

Professionalism entails a set of skills that are critical for workplace success in competitive technical industries. Professional behavior creates an environment that promotes safe and high-quality training environments that promote constructive learning. Students are expected to show professional behavior with or in front of clients, members of the community, and others in the professional environment (college, clinic) including members of the faculty and administration, other students, and staff. Students are expected to conduct themselves in a professional manner including, but not limited to, arriving on time with a professional attitude and appearance, engaging in ethical behavior, resolving conflicts in an appropriate manner at all times, holding client information confidential, and using discretion in communications.

Several documents were reviewed in the development of this rubric for professional behavior which include; the American Speech Language and Hearing Association (ASHA) Code of Ethics, Standards of Practice for SLP and Audiology <http://www.asha.org/Certification/2014-Speech-Language-Pathology-Certification-Standards/>

(2014) and the Kentucky State Licensure Board Code of Ethics for Licensing of SLP’s and Audiologists. Together these documents suggest that professionalism is reflected in a number of common attributes and values such as altruism, equality, freedom, justice, dignity, truth and prudence. Furthermore, in accordance with ASHA Standard V-A and V-B, the applicant for certification must have completed a program of study that included experiences sufficient in breadth and depth to achieve the skills outcomes relative to Interaction and Personal Qualities as stated below.

***Standard V-A:*** *The applicant must have demonstrated skills in oral and written or other forms of communication sufficient for entry into professional practice.*

***Standard V-B:*** *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*

**These indicators of professional behavior are intended as a means to assess student aptitude and fitness for the profession of Speech Therapy.**

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| --- | --- | --- | --- |
| **Criterion** | **Below Expectations** | **Meets Expectations** | **Exceeds Expectations** |
| **Communication:** the ability to communicate effectively (i.e. verbal, non-verbal, reading, writing and listening) for varied audiences and purposes. | | | |
| * Demonstrates understanding of English language (verbal and written), uses correct grammar, accurate spelling and expression, legible handwriting when needed |  | X |  |
| * Recognizes impact of non-verbal communication in self and others (eye contact, nodding, posture and facial expression) |  | X |  |
| * Uses active listening; restates, reflects and clarifies messages and encourages continued engagement |  | X |  |
| * Communicates with peers and instructors in a respectful and confident manner |  | X |  |
| * Uses electronic communication and digital media efficiently (timely, logical order, professional, appropriate grammar and length) |  | X |  |
| * Demonstrates active classroom engagement (participating, asking questions) |  | X |  |
| **COMMENTS** | | | |
| **Interpersonal Skills:** the ability to interact effectively with patients, families, colleagues and other health professionals and the community in a culturally and linguistically appropriate manner. | | | |
| * Demonstrates sensitivity to feelings ideas and opinions of others involved |  | X |  |
| * Recognizes the emotions and bias that one brings to all professional interactions |  | X |  |
| * Respects differences in personality, lifestyle, culture, and learning styles during interactions with all persons |  | X |  |
| * Maintains confidentiality and professional boundaries in all interactions |  | X |  |
| * Accepts responsibility for growth of interpersonal skills |  | X |  |
| **COMMENTS** | | | |
| **Feedback –** the ability to seek out and identify quality sources of feedback, reflect on and integrate the feedback and provide feedback for others. | | | |
| * Takes responsibility for assessing own performance and assignments |  | X |  |
| * Accepts feedback with a positive attitude |  | X |  |
| * Takes responsibility for actively seeking feedback |  | X |  |
| * Takes ownership of developing plans of action in response to feedback |  | X |  |
| **COMMENTS** | | | |
| **Resource Management:** the responsible management of time and resources effectively to obtain the maximum possible benefit. | | | |
| * Evidence of organization and preparation and review of each day’s activities including punctuality, completion and accuracy of assignments |  | X |  |
| * Takes responsibility for planning for upcoming events |  | X |  |
| * Demonstrates flexibility and patience with challenges and processes, conflicts and uncertainty |  | X |  |
| * Utilizes effective methods of searching for evidence for practice decisions |  | X |  |
| * Organizes and prioritizes; takes responsibility for adjusting schedule as needed for the benefit of all constituents |  | X |  |
| * Shows ability to balance own needs with the needs of clients, colleagues, guests, instructors and preceptors |  | X |  |
| **COMMENTS** | | | |
| **Competence/Critical Thinking:** the ability to recognize the need for information, to find and analyze information and to manage decisions. | | | |
| * Demonstrates positive attitude toward learning |  | X |  |
| * Takes responsibility for one’s own learning |  | X |  |
| * Demonstrates ability to locate key information |  | X |  |
| * Researches areas where own knowledge base is lacking to augment learning and clinical decision making |  | X |  |
| **COMMENTS** | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Collaboration:** the ability to recognize the need for information that is obtained by working together and fostering relationships with clients, families, colleagues or communities | | | |
| * Shows evidence of sharing ideas and knowledge with others |  | X |  |
| * Participates in group work and actively contributes |  | X |  |
| * Takes responsibility for initiating and supporting teamwork |  | X |  |
| * Accepts feedback from others during group work |  | X |  |
| **COMMENTS** | | | |

**Do you have any concerns regarding the professionalism of this student?**

**General Summary**: (date and details of a challenge, or, areas of excellence)

Congratulations Ashley on successfully completing your first year of the graduate program! You are commended for your ability to navigate the unique and challenging times. We believe that you meet the expectations of professional behaviors and interaction qualities expected of those who are entering the profession of Speech Language Pathology. Faculty have noted significant growth and improvement in these areas and suspect that you will continue to grow as you engage in off campus clinical experiences.

**Directions for Future Learning**: (Please record specific outcome requirements for success)

We are glad you have chosen UK for your graduate studies. When possible, work on improving overall communication by increasing engagement and interaction when opportunities present. Consider taking more independent ownership of seeking feedback and responsibility for your own interpersonal growth. Keep up the good work.

**Student’s Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Director of Graduate Studies \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Department Chair: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**