

Temple University Speech-Language-Hearing Center (TUSLHC)
Training Experience Evaluation Form (TEEF)
 (Revised 7/05)

I. **Student** _____, **Semester/Year** _____
 Academic Advisor _____, Training/Practicum Course Number _____
 Semester/Year Registered _____, Other TEEFs for this course number? Yes ___ No ___

II. **Practicum Assignment**
 Name of Practicum Site _____
 Field Clinical Supervisor _____, ASHA# _____, State License# _____
 T.U. Clinical Supervisor _____, ASHA# _____, State License# _____

III. **Training/Practicum Hours**

Training Hours	Practicum Hours					Total Practicum Hours
	Area	Hours of Dx		Hours or Tx		
		Evaluation	Screening	Individual	Group	
Observation • Dx _____ • Tx _____	1. Language Adult					
	Child					
Conference • Supervisory _____ • Other _____	2. Articulation Adult					
	Child					
Planning/Prep _____	3. Voice Adult					
	Child					
Reports _____	4. Fluency Adult					
	Child					
Administration (specify activity/hours) • _____ • _____ • _____	5. Dysphagia Adult					
	Child					
Other (specify activity/hours) • _____ • _____ • _____	6. Hearing Adult					
	Child					
_____	7. Staffing* Adult					
	Child					
Total Training Hours _____	Totals					

* A staffing is a discussion and formulation of evaluation and treatment plans and/or recommendations with or without the client present. Hours accrued in patient or family counseling go under the disorder area and are not recorded as staffing.

IV. **Description of Practicum and Training Experience** (e.g., types of cases, duties and responsibilities, and ancillary experiences). [Note: You may want to refer to your contract.]

V. **Evaluation Summary**

Specific Strengths:

Needs Additional Experience In:

Recommended Letter Grade: _____ (Refer to Guidelines on page 2.)

Student _____, Field Supervisor: _____, T.U. Supervisor _____

Temple University Speech-Language-Hearing Center (TUSLHC)
Training Experience Evaluation Form (TEEF)
(Revised 7/05)

Description and Directions

- This TEEF, adapted from the ASHA Clinical Fellowship Skills Inventory (CFSI), is designed to evaluate the skills of the graduate level student clinician (SC). [Note: The ASHA CFSI is used to evaluate clinical fellows during their year of supervised work experience.]
- The purpose of the TEEF is to assist the clinical supervisor in assessing the SC's performance and to guide the SC to improve and strengthen his/her clinical skills throughout the training experience.
- As does the CSFI, this TEEF covers four areas: (a) evaluation, (b) treatment, (c) management, and (d) interaction.
- For each skill area there is a 5-point rating scale. Please note the following.
 - The SC's performance should be evaluated according to the descriptors provided.
 - Not all skill areas will be covered by every practicum experience. (If a skill area is not covered, check "NA".)
 - The SC may not receive ratings of 4 or 5 and still receive a satisfactory recommended grade. (Performance evaluation and grading are not equivalent. For grading of the course, see guidelines below.)
- The clinical supervisor is required to complete the TEEF twice during the practicum (i.e., at both a midterm evaluation [ME] and a final evaluation [FE]).
- At the end of the semester, the clinical supervisor recommends a letter grade for the SC's practicum experience in consultation with the TU supervisor using the following grading guidelines. (These guidelines for grading also appear in the "Grading of Clinical Courses" section of the Temple University MA Manual for Communication Sciences which can be accessed on-line at <<http://www.temple.edu/commsci/mmanual>>.)

Grading Guidelines for Clinical Courses

- A and A minus indicate work of superior quality.
 - A: exceeds all mandated requirements; majority of clinical competencies exceed the quality and expectations for students at this level of training; shows minimal need for direct or prescriptive instructions; shows excellent ability applying previous or ongoing coursework and experiences, and/or is able to hypothesize and appropriately apply conceptual and/or theoretical constructs to treatment, even when specific content has not been taught; shows the ability to recognize, analyze, and revise relevant aspects of treatment; shows insightful observational and interpretive skills; shows excellent awareness of client's perspective and needs.
 - A-: exceeds most and satisfies all mandated requirements; majority of clinical competencies surpass the quality and expectations for students at this level of training; requires occasional direct or perspective instruction but generally extrapolates and applies generatively very quickly; shows ability to create own procedures; shows very good ability to recognize, analyze, and revise relevant aspects of treatment given occasional feedback; shows good observational and interpretive skills; shows good awareness of client's perspective and needs.
- B+, B and B minus indicate work of satisfactory quality.
 - B+: exceeds some and satisfies all mandated requirements; clinical competencies show steady growth; shows ability to abstract and generatively apply outlined principles of treatment given examples; integrates and utilizes the information provided; learns quickly from past mistakes in attempting to explain behavior conceptually/theoretically; showing steady growth in observational and interpretive skills; is developing good ability to recognize and revise relevant aspects of treatment given feedback.
 - B: has satisfied all mandated requirements; shows steady growth in a specified set of clinical competencies; requires frequent direct or prescriptive information, but can integrate and utilize information provided given intermittent review; understands and attempts to apply information given regarding: conceptual, theoretical constructs; is beginning to show growth in observational and interpretive skills; now recognizes some aspects of treatment which need revision given feedback; shows emerging awareness of client's perspective and needs.
 - B-: has satisfied most, but not all, mandated requirements; is beginning to show growth in a specified set of clinical competencies; requires direct or prescriptive information; requires assistance integrating and utilizing the information provided; requires direct assistance applying information conceptually/theoretically; requires assistance in observational and interpretive skills, and in assessing client's perspective and needs; incorporates suggested revisions; continues to need help recognizing the necessity and rationale for revisions.
- C+, C and C minus indicate work of marginal quality. (Clinical practicum hours are not accrued for any experience given these grades.)
 - C+: has satisfied only a few of the mandated requirements; is showing minimum growth only in very few clinical competencies; requires a great deal of direct and prescriptive information; needs much assistance integrating and utilizing the information provided; requires much time and attention in applying information conceptually/theoretically; requires a great deal of assistance in observational and interpretive skills in assessing client's perspective and needs; appears to benefit only from such assistance; in the main, does not appropriately incorporate suggested revisions; interprets suggestions with only a minimal understanding of why revisions are necessary relative to this client; shows only occasional instances of ability to independently recognize need or rationale for revisions.
 - C: has inadequately attempted to meet most mandated requirements; is not yet showing growth in a specified set of clinical competencies; requires repeated direct or prescriptive information; needs repeated assistance integrating and utilizing information provided; shows little evidence of abstracting underlying principles of treatment; requires repeated direct assistance applying information conceptually/theoretically; requires repeated assistance in observational and interpretive skills, and in assessing client's perspective and needs; does not appear to benefit from such assistance.
 - C-: has not met most mandated requirements; shows little growth in any area of case management; despite repeated prescriptive information, shows complete dependence on supervisor to determine goals, rationales, procedures and techniques appropriate for this client's treatment; relies totally on supervisor to collect and analyze data; shows no independent ability to recognize or understand need or rationale for revisions.

TUSLHC Training Experience Evaluation Form (TEEF)
(Revised 7/05)

Evaluation Skills

1. Implements screening procedures.		
	ME	FE
<input type="checkbox"/>]5	<input type="checkbox"/>]5	SC independently and accurately matches and/or adapts screening procedures to all populations, selects appropriate screening criteria, administers and scores screening instrument(s) efficiently, interprets results, and makes appropriate recommendations. SC seeks supervisory guidance if needed.
<input type="checkbox"/>]4	<input type="checkbox"/>]4	
<input type="checkbox"/>]3	<input type="checkbox"/>]3	SC independently and accurately matches and/or adapts screening procedures to most populations, selects appropriate screening criteria, administers and scores screening instrument(s), interprets results, and makes appropriate recommendations. SC usually seeks supervisory guidance when needed.
<input type="checkbox"/>]2	<input type="checkbox"/>]2	
<input type="checkbox"/>]1	<input type="checkbox"/>]1	SC requires supervisory guidance to accurately match and/or adapt screening procedures to populations and to select appropriate screening criteria. SC may demonstrate difficulty in administering and scoring screening instrument(s), and/or interpreting results, and making appropriate recommendations. SC does not seek supervisory guidance when needed.
<input type="checkbox"/>]NA	<input type="checkbox"/>]NA	Not applicable. Skill not performed within this practicum.
<i>Notes/Comments</i>		
<ul style="list-style-type: none"> • <u>Midterm Evaluation</u> • • • 		
<ul style="list-style-type: none"> • <u>Final Evaluation</u> • • • 		
2. *Collects case history information and integrates information from client, family, care givers, significant others, and other professionals.		
	ME	FE
<input type="checkbox"/>]5	<input type="checkbox"/>]5	SC independently and accurately selects case history or other interview formats with consideration for all relevant factors. SC efficiently collects and spontaneously probes for additional relevant information, obtains information from other sources, and integrates data in order to identify etiologic and/or contributing factors. SC seeks supervisory guidance if needed.
<input type="checkbox"/>]4	<input type="checkbox"/>]4	
<input type="checkbox"/>]3	<input type="checkbox"/>]3	In most situations, SC independently and accurately selects case history or other interview formats with consideration for all relevant factors. SC collects and probes for additional information, obtains information from other sources, and integrates data to identify etiologic and/or contributing factors. SC usually seeks supervisory guidance when needed.
<input type="checkbox"/>]2	<input type="checkbox"/>]2	
<input type="checkbox"/>]1	<input type="checkbox"/>]1	SC requires supervisory guidance to accurately select case history or other interview formats with consideration for all relevant factors. SC collects case history information that is incomplete or lacking in relevance. SC is unable to integrate data to identify etiologic and/or other contributing factors and does not seek supervisory guidance when needed.
<input type="checkbox"/>]NA	<input type="checkbox"/>]NA	Not applicable. Skill not performed within this practicum.
<i>Notes/Comments</i>		
<ul style="list-style-type: none"> • <u>Midterm Evaluation</u> • • • 		
<ul style="list-style-type: none"> • <u>Final Evaluation</u> • • • 		

TUSLHC Training Experience Evaluation Form (TEEF)
(Revised 7/05)

3. *Selects and implements evaluation procedures (nonstandardized tests, behavioral observations, and standardized tests).		
<u>ME</u>	<u>FE</u>	
<input type="checkbox"/>]5	<input type="checkbox"/>]5	SC independently selects a comprehensive assessment battery with consideration for all relevant factors. SC efficiently and accurately administers the battery and consistently scores tests accurately. SC seeks supervisory guidance if needed.
<input type="checkbox"/>]4	<input type="checkbox"/>]4	
<input type="checkbox"/>]3	<input type="checkbox"/>]3	In most situations, SC independently selects an adequate assessment battery (i.e., basic procedures needed to define problem adequately) with consideration for all relevant factors. SC administers the battery, scores tests accurately, and usually seeks supervisory guidance when needed.
<input type="checkbox"/>]2	<input type="checkbox"/>]2	
<input type="checkbox"/>]1	<input type="checkbox"/>]1	SC requires supervisory guidance to select evaluation procedures that are appropriate and complete. SC may administer and/or score tests inaccurately and does not seek supervisory guidance when needed.
<input type="checkbox"/>]NA <input type="checkbox"/>]NA Not applicable. Skill not performed within this practicum.		
<i>Notes/Comments</i>		
• <u>Midterm Evaluation</u>		
.		
.		
.		
• <u>Final Evaluation</u>		
.		
.		
.		
4. *Adapts interviewing and testing procedures to meet individual client needs.		
<u>ME</u>	<u>FE</u>	
<input type="checkbox"/>]5	<input type="checkbox"/>]5	SC independently and accurately recognizes when testing procedures need to be adapted to accommodate needs unique to specific clients. Effectively implements appropriate adaptations, and makes maximum use of all available resources to provide for unusual situations. SC seeks supervisory guidance if needed.
<input type="checkbox"/>]4	<input type="checkbox"/>]4	
<input type="checkbox"/>]3	<input type="checkbox"/>]3	In most situations, SC independently and accurately recognizes when testing procedures need to be adapted to accommodate needs unique to specific clients and implements appropriate modifications. May need assistance in accessing available resources. SC usually seeks supervisory guidance when needed.
<input type="checkbox"/>]2	<input type="checkbox"/>]2	
<input type="checkbox"/>]1	<input type="checkbox"/>]1	SC requires supervisory guidance to recognize the need for and/or to adapt procedures to accommodate individual needs. SC does not seek supervisory guidance when needed.
<input type="checkbox"/>]NA <input type="checkbox"/>]NA Not applicable. Skill not performed within this practicum.		
<i>Notes/Comments</i>		
• <u>Midterm Evaluation</u>		
.		
.		
.		
• <u>Final Evaluation</u>		
.		
.		
.		

TUSLHC Training Experience Evaluation Form (TEEF)
(Revised 7/05)

5. *Interprets and integrates test results and behavioral observations, synthesizes information gained from all sources, develops diagnostic impressions, and makes recommendations.		
<u>ME</u>	<u>FE</u>	
<input type="checkbox"/>]5	<input type="checkbox"/>]5	SC consistently, independently, and accurately interprets and integrates test results and behavioral observations to define the client's communicative functioning, which includes relating etiologic factors to observed behaviors and test results. SC consistently develops diagnostic impressions and makes comprehensive recommendations leading to appropriate case management. SC usually seeks supervisory guidance if needed.
<input type="checkbox"/>]4	<input type="checkbox"/>]4	
<input type="checkbox"/>]3	<input type="checkbox"/>]3	In most situations, SC independently and accurately interprets and integrates test results and behavioral observations to define the client's communicative functioning. SC develops diagnostic impressions and makes basic recommendations that are consistent with evaluation results and that are adequate for case management. SC usually seeks supervisory guidance when needed.
<input type="checkbox"/>]2	<input type="checkbox"/>]2	
<input type="checkbox"/>]1	<input type="checkbox"/>]1	SC requires supervisory guidance to interpret diagnostic data and/or behavioral observations accurately. Diagnostic impressions and/or recommendations are either absent, inappropriate, or inconsistent with evaluation results. SC does not seek supervisory guidance when needed.
<input type="checkbox"/>]NA	<input type="checkbox"/>]NA	Not applicable. Skill not performed within this practicum.
<i>Notes/Comments</i>		
• <u>Midterm Evaluation</u>		
.		
.		
.		
• <u>Final Evaluation</u>		
.		
.		
.		

Treatment Skills

6. Develops and implements specific, reasonable, and necessary treatment plans.		
<u>ME</u>	<u>FE</u>	
<input type="checkbox"/>]5	<input type="checkbox"/>]5	SC independently and accurately establishes a treatment plan appropriate for the client. SC consistently develops specific and reasonable treatment plans that include long-term goals and measurable short-term objectives which reflect appropriate learning sequence, identifies the most appropriate settings for service, explores all alternative service delivery options, and effectively implements plans. SC seeks supervisory guidance if needed.
<input type="checkbox"/>]4	<input type="checkbox"/>]4	
<input type="checkbox"/>]3	<input type="checkbox"/>]3	In most situations, SC independently and accurately establishes treatment plans appropriate for the client. The treatment plan includes long-term goals and measurable short-term objectives, which usually reflect a logical sequencing of learning steps. SC generally identifies the need to explore alternative service delivery options, but may need help in selecting the most appropriate options. SC can effectively implement planned procedures. SC usually seeks supervisory guidance when needed.
<input type="checkbox"/>]2	<input type="checkbox"/>]2	
<input type="checkbox"/>]1	<input type="checkbox"/>]1	SC requires supervisory guidance to accurately develop a treatment plan appropriate for the client. The treatment plan may include long-term goals, but objectives are not measurable and/or do not reflect logical sequencing of learning steps. SC cannot identify appropriate service delivery options and, even with guidance, may not effectively implement treatment plans. SC does not seek supervisory guidance when needed.
<input type="checkbox"/>]NA	<input type="checkbox"/>]NA	Not applicable. Skill not performed within this practicum.
<i>Notes/Comments</i>		
• <u>Midterm Evaluation</u>		
.		
.		
.		
• <u>Final Evaluation</u>		
.		
.		
.		

TUSLHC Training Experience Evaluation Form (TEEF)
(Revised 7/05)

7. Selects/develops and implements intervention strategies for treatment of communication and related disorders.		
<u>ME</u>	<u>FE</u>	
<input type="checkbox"/>]5	<input type="checkbox"/>]5	SC independently selects/develops and implements comprehensive intervention strategies that take into consideration all unique characteristics and communication needs of the client. SC seeks supervisory guidance if needed.
<input type="checkbox"/>]4	<input type="checkbox"/>]4	
<input type="checkbox"/>]3	<input type="checkbox"/>]3	In most situations, SC independently selects/develops and implements intervention strategies relevant to the communication disorder and the unique characteristics of the client. SC usually seeks supervisory guidance when needed.
<input type="checkbox"/>]2	<input type="checkbox"/>]2	
<input type="checkbox"/>]1	<input type="checkbox"/>]1	SC requires supervisory guidance to select/develop and/or implement intervention strategies relevant to the needs of the client. SC does not seek supervisory guidance when needed.
<input type="checkbox"/>]NA	<input type="checkbox"/>]NA	Not applicable. Skill not performed within this practicum.
<i>Notes/Comments</i>		
• <u>Midterm Evaluation</u>		
.		
.		
.		
• <u>Final Evaluation</u>		
.		
.		
.		
8. *Selects/develops and uses intervention materials and instrumentation for treatment of communication and related disorders.		
<u>ME</u>	<u>FE</u>	
<input type="checkbox"/>]5	<input type="checkbox"/>]5	SC independently and consistently selects/develops materials and instrumentation for which there is a clear rationale and uses these materials and instrumentation creatively and effectively to enhance the treatment process. SC seeks supervisory guidance if needed.
<input type="checkbox"/>]4	<input type="checkbox"/>]4	
<input type="checkbox"/>]3	<input type="checkbox"/>]3	In most situations, SC independently selects/develops materials and instrumentation that are relevant to the communication disorder and uses materials and/or instrumentation effectively. SC usually seeks supervisory guidance when needed.
<input type="checkbox"/>]2	<input type="checkbox"/>]2	
<input type="checkbox"/>]1	<input type="checkbox"/>]1	SC requires supervisory guidance to select materials and/or instrumentation that are appropriate to the treatment objectives, client, and/or the activity. Once selected, SC may not use materials and/or instrumentation effectively. SC does not seek supervisory guidance when needed.
<input type="checkbox"/>]NA	<input type="checkbox"/>]NA	Not applicable. Skill not performed within this practicum.
<i>Notes/Comments</i>		
• <u>Midterm Evaluation</u>		
.		
.		
.		
• <u>Final Evaluation</u>		
.		
.		
.		

TUSLHC Training Experience Evaluation Form (TEEF)
(Revised 7/05)

9. *Plans and implements a program of periodic monitoring of the client's communicative functioning through the use of appropriate data collections systems. Interprets and uses data to modify treatment plans, strategies, materials, and/or instrumentation to meet the needs of the client.		
<u>ME</u>	<u>FE</u>	
<input type="checkbox"/>]5	<input type="checkbox"/>]5	SC independently develops and implements a comprehensive program of periodic monitoring of the client's communicative functioning and collects and interprets data accurately. Uses this information to effectively modify treatment plans, strategies, materials, and/or instrumentation to meet the needs of the client. SC seeks supervisory guidance if needed.
<input type="checkbox"/>]4	<input type="checkbox"/>]4	
<input type="checkbox"/>]3	<input type="checkbox"/>]3	In most situations, SC independently develops and implements a program of periodic monitoring of the client's communicative functioning. Collects and interprets data accurately and uses this information to modify treatment plans, strategies, materials, and/or instrumentation to meet the needs of the client. SC usually seeks supervisory guidance when needed.
<input type="checkbox"/>]2	<input type="checkbox"/>]2	
<input type="checkbox"/>]1	<input type="checkbox"/>]1	SC requires supervisory guidance to plan and implement a program of periodic monitoring of the client's communicative functioning. SC does not collect useful and/or accurate data in order to modify treatment plans, strategies, materials, and/or instrumentation to meet the needs of the client. SC does not seek supervisory guidance when needed.
<input type="checkbox"/>]NA <input type="checkbox"/>]NA Not applicable. Skill not performed within this practicum.		
<i>Notes/Comments</i>		
• <u>Midterm Evaluation</u>		
.		
.		
.		
• <u>Final Evaluation</u>		
.		
.		
.		
10. *Adapts intervention procedures, strategies, materials, and instrumentation to meet individual client needs.		
<u>ME</u>	<u>FE</u>	
<input type="checkbox"/>]5	<input type="checkbox"/>]5	SC independently and consistently adapts intervention procedures, strategies, materials, and instrumentation to accommodate needs unique to specific clients. Makes maximum use of all available resources to provide for unusual situations. SC effectively implements appropriate adaptations and seeks supervisory guidance if needed.
<input type="checkbox"/>]4	<input type="checkbox"/>]4	
<input type="checkbox"/>]3	<input type="checkbox"/>]3	SC recognizes when intervention procedures, strategies, materials, and/or instrumentation need to be adapted to accommodate needs unique to specific clients. May need assistance in making appropriate adaptations. SC usually seeks supervisory guidance when needed.
<input type="checkbox"/>]2	<input type="checkbox"/>]2	
<input type="checkbox"/>]1	<input type="checkbox"/>]1	SC requires supervisory guidance to recognize the need for adaptation of intervention procedures, strategies, materials, and/or instrumentation to accommodate needs unique to specific clients. SC may have difficulty implementing identified adaptations and does not seek supervisory guidance when needed.
<input type="checkbox"/>]NA <input type="checkbox"/>]NA Not applicable. Skill not performed within this practicum.		
<i>Notes/Comments</i>		
• <u>Midterm Evaluation</u>		
.		
.		
.		
• <u>Final Evaluation</u>		
.		
.		
.		

TUSLHC Training Experience Evaluation Form (TEEF)
(Revised 7/05)

Management Skills

11. *Schedules and prioritizes direct and indirect service activities, maintains client records, and documents professional contacts and clinical reports in a timely manner.		
<u>ME</u>	<u>FE</u>	
<input type="checkbox"/> 5	<input type="checkbox"/> 5	SC independently and consistently prioritizes activities, schedules client contacts and meetings, maintains client records accurately, and makes and documents professional contacts in a timely manner. SC seeks supervisory guidance if needed.
<input type="checkbox"/> 4	<input type="checkbox"/> 4	
<input type="checkbox"/> 3	<input type="checkbox"/> 3	SC independently prioritizes most activities, consistently schedules client contacts and meetings, maintains client records accurately, and usually makes and documents professional contacts in a timely manner. SC usually seeks supervisory guidance when needed.
<input type="checkbox"/> 2	<input type="checkbox"/> 2	
<input type="checkbox"/> 1	<input type="checkbox"/> 1	SC requires supervisory guidance to prioritize activities, schedule client contacts and meetings, maintain client records, and make professional contacts in a timely manner. SC does not seek supervisory guidance when needed.
<input type="checkbox"/>]NA	<input type="checkbox"/>]NA	Not applicable. Skill not performed within this practicum.
<i>Notes/Comments</i>		
• <u>Midterm Evaluation</u>		
.		
.		
.		
• <u>Final Evaluation</u>		
.		
.		
.		
12. Complies with program administrative and other regulatory policies such as required due process documentation, reports, service statistics, and budget requests.		
<u>ME</u>	<u>FE</u>	
<input type="checkbox"/> 5	<input type="checkbox"/> 5	SC independently and consistently complies with administrative and regulatory policy requirements and does so in a timely and accurate manner. SC seeks supervisory guidance if needed.
<input type="checkbox"/> 4	<input type="checkbox"/> 4	
<input type="checkbox"/> 3	<input type="checkbox"/> 3	In most situations, SC independently complies with administrative and other regulatory policy requirements, although SC may need help with complex reports. Most information requested is provided in an accurate and timely manner. SC usually seeks supervisory guidance when needed.
<input type="checkbox"/> 2	<input type="checkbox"/> 2	
<input type="checkbox"/> 1	<input type="checkbox"/> 1	SC requires supervisory guidance to comply with administrative and other regulatory policy requirements. Information requested may be inaccurate and/or does not meet established time lines. SC does not seek supervisory guidance when needed.
<input type="checkbox"/>]NA	<input type="checkbox"/>]NA	Not applicable. Skill not performed within this practicum.
<i>Notes/Comments</i>		
• <u>Midterm Evaluation</u>		
.		
.		
.		
• <u>Final Evaluation</u>		
.		
.		
.		

TUSLHC Training Experience Evaluation Form (TEEF)
(Revised 7/05)

13. Uses local, state, national, and funding agency regulations to make decisions regarding service eligibility and, if applicable, third-party reimbursement.	
<u>ME</u>	<u>FE</u>
<input type="checkbox"/> 5	<input type="checkbox"/> 5
SC independently and accurately makes service eligibility decisions that are based on appropriate regulations and follows applicable mandates. SC seeks supervisory guidance if needed.	
<input type="checkbox"/> 4	<input type="checkbox"/> 4
<input type="checkbox"/> 3	<input type="checkbox"/> 3
In most situations, SC independently and accurately makes service eligibility decisions that are based on appropriate regulations and follows applicable mandates. SC usually seeks supervisory guidance when needed.	
<input type="checkbox"/> 2	<input type="checkbox"/> 2
<input type="checkbox"/> 1	<input type="checkbox"/> 1
SC requires supervisory guidance to make service eligibility decisions that are based on appropriate regulations. May not be able to follow applicable mandates even with direction. SC does not seek supervisory guidance when needed.	
<input type="checkbox"/>]NA	<input type="checkbox"/>]NA
Not applicable. Skill not performed within this practicum.	
<i>Notes/Comments</i>	
• <u>Midterm Evaluation</u>	
.	
.	
.	
• <u>Final Evaluation</u>	
.	
.	
.	

Interaction Skills

14. *Demonstrates communication skills (including listening, speaking, nonverbal communication, and writing) that take into consideration the communication needs as well as the cultural values of the client, the family, care givers, significant others, and other professionals.	
<u>ME</u>	<u>FE</u>
<input type="checkbox"/> 5	<input type="checkbox"/> 5
SC independently presents information accurately, clearly, logically, and concisely. Oral communications, written reports, and letters are always appropriate for the needs of the audience. SC uses terminology and phrasing consistent with the semantic competency of the audience and includes accurate and complete information, listens carefully to clients and others, takes initiative in providing appropriate clarifications when needed, and demonstrates appropriate nonverbal communication style. SC seeks supervisory guidance if needed.	
<input type="checkbox"/> 4	<input type="checkbox"/> 4
<input type="checkbox"/> 3	<input type="checkbox"/> 3
SC usually presents information clearly, logically, and concisely. Oral communications, written reports, and letters are appropriate in most situations in that terminology and phrasing are consistent with the semantic competency of the audience. SC includes information that is accurate and/or complete. Listens to clients and others but may have difficulty providing appropriate clarification when needed. SC acknowledges the impact of own nonverbal communication style but may have difficulty demonstrating this consistently. SC usually seeks supervisory guidance when needed.	
<input type="checkbox"/> 2	<input type="checkbox"/> 2
<input type="checkbox"/> 1	<input type="checkbox"/> 1
SC does not present information clearly, logically, and concisely. Oral communication, written reports, and letters are inappropriate for the needs of the audience. SC uses terminology and phrasing inconsistent with the semantic competency of the audience and includes information that is inaccurate and/or incomplete. Does not listen carefully to clients and others and fails to provide appropriate clarification when needed. SC demonstrates inappropriate nonverbal communication style. SC does not seek supervisory guidance when needed.	
<input type="checkbox"/>]NA	<input type="checkbox"/>]NA
Not applicable. Skill not performed within this practicum.	
<i>Notes/Comments</i>	
• <u>Midterm Evaluation</u>	
.	
.	
.	
• <u>Final Evaluation</u>	
.	
.	
.	

TUSLHC Training Experience Evaluation Form (TEEF)
(Revised 7/05)

15. *Identifies and refers clients for related services including audiological, educational, medical, psychological, social, and vocational, as appropriate.		
<u>ME</u>	<u>FE</u>	
<input type="checkbox"/>]5	<input type="checkbox"/>]5	SC consistently identifies the need for and makes appropriate client referrals. SC seeks supervisory guidance if needed.
<input type="checkbox"/>]4	<input type="checkbox"/>]4	
<input type="checkbox"/>]3	<input type="checkbox"/>]3	In most situations, SC identifies the need for client referrals but may need some assistance in locating specific referral sources. SC usually seeks supervisory guidance when needed.
<input type="checkbox"/>]2	<input type="checkbox"/>]2	
<input type="checkbox"/>]1	<input type="checkbox"/>]1	SC requires supervisory guidance to identify the need for client referrals and/or to make appropriate referrals. SC does not seek supervisory guidance when needed.
<input type="checkbox"/>]NA	<input type="checkbox"/>]NA	Not applicable. Skill not performed within this practicum.
<i>Notes/Comments</i>		
• <u>Midterm Evaluation</u>		
.		
.		
.		
• <u>Final Evaluation</u>		
.		
.		
.		
16. *Collaborates with other professionals in matters relevant to case management.		
<u>ME</u>	<u>FE</u>	
<input type="checkbox"/>]5	<input type="checkbox"/>]5	SC consistently listens to input from others, makes appropriate decisions based on shared information, and initiates activities and contributes information that promote mutual problem-solving. SC seeks supervisory guidance if needed.
<input type="checkbox"/>]4	<input type="checkbox"/>]4	
<input type="checkbox"/>]3	<input type="checkbox"/>]3	In most situations, SC listens carefully to input from others, makes appropriate decisions based on shared information, usually participates in activities and contributes information that promote mutual problem-solving. SC usually seeks supervisory guidance when needed.
<input type="checkbox"/>]2	<input type="checkbox"/>]2	
<input type="checkbox"/>]1	<input type="checkbox"/>]1	SC requires supervisory guidance to effectively identify the need to consult or collaborate with other professionals in case management activities. Does not make decisions based on shared information and/or focus on mutual problem-solving activities. SC does not seek supervisory guidance when needed.
<input type="checkbox"/>]NA	<input type="checkbox"/>]NA	Not applicable. Skill not performed within this practicum.
<i>Notes/Comments</i>		
• <u>Midterm Evaluation</u>		
.		
.		
.		
• <u>Final Evaluation</u>		
.		
.		
.		

TUSLHC Training Experience Evaluation Form (TEEF)
(Revised 7/05)

17. *Provides counseling and supportive guidance regarding the client's communication disorder to client, family, care givers, and significant others.		
<u>ME</u>	<u>FE</u>	
<input type="checkbox"/>]5	<input type="checkbox"/>]5	SC listens, reflects, and explains information using terminology appropriate to the audience. SC monitors understanding by asking questions and encouraging interaction among all participants. Engages client/family in problem-solving activities. SC seeks supervisory guidance if needed.
<input type="checkbox"/>]4	<input type="checkbox"/>]4	
<input type="checkbox"/>]3	<input type="checkbox"/>]3	SC listens but may show some difficulty reflecting and/or explaining information using terminology appropriate to the audience. SC monitors understanding by asking questions but may have some difficulty encouraging interaction among all participants. SC attempts to engage client/family in problem-solving activities. SC usually seeks supervisory guidance when needed.
<input type="checkbox"/>]2	<input type="checkbox"/>]2	
<input type="checkbox"/>]1	<input type="checkbox"/>]1	SC does not listen, reflect, and/or explain information appropriately and does not use terminology appropriate to the audience. SC does not monitor understanding by asking questions and/or encouraging interaction among all participants. Does not engage client/family in problem-solving activities. SC does not seek supervisory guidance when needed.
<input type="checkbox"/>]NA <input type="checkbox"/>]NA Not applicable. Skill not performed within this practicum.		
<i>Notes/Comments</i>		
• <u>Midterm Evaluation</u>		
.		
.		
.		
• <u>Final Evaluation</u>		
.		
.		
.		
18. Plans and implements educational programs for other professionals and the general public to facilitate acceptance and treatment of disabilities associated with communication disorders.		
<u>ME</u>	<u>FE</u>	
<input type="checkbox"/>]5	<input type="checkbox"/>]5	With consideration of the needs of the audience, SC independently and consistently provides clear and meaningful educational information to facilitate the acceptance and treatment of disabilities associated with communication disorders. SC seeks supervisory guidance if needed.
<input type="checkbox"/>]4	<input type="checkbox"/>]4	
<input type="checkbox"/>]3	<input type="checkbox"/>]3	In most situations, SC considers the needs of the audience and independently provides clear and meaningful educational information to facilitate the acceptance and treatment of disabilities associated with communication disorders. SC usually seeks supervisory guidance when needed.
<input type="checkbox"/>]2	<input type="checkbox"/>]2	
<input type="checkbox"/>]1	<input type="checkbox"/>]1	SC does not consider the needs of the audience and requires supervisory guidance to provide educational information that facilitates the acceptance and treatment of disabilities associated with communication disorders. SC does not seek supervisory guidance when needed.
<input type="checkbox"/>]NA <input type="checkbox"/>]NA Not applicable. Skill not performed within this practicum.		
<i>Notes/Comments</i>		
• <u>Midterm Evaluation</u>		
.		
.		
.		
• <u>Final Evaluation</u>		
.		
.		
.		