Assurance of Student Learning Report	
Assurance of Student Learning Report **2023-2024**	
College of Health and Human Services	*Communication Sciences and Disorders*
Communication Disorders 595	
Leigh Anne Roden, Ed.D., CCC-SLP	
***Is this an online program*?** ☐ Yes ☒ No	Please make sure the Program Learning Outcomes listed match those in CourseLeaf . Indicate verification here ☒ Yes, they match! (If they don't match, explain on this page under **Assessment Cycle)**

***** Please include Curriculum Map as part of this document (at the end), NOT as a separate file.**

Use this page to list learning outcomes, measurements, and summarize results for your program. Detailed information must be completed in the subsequent pages. Add more Outcomes as needed.

Program Student Learning Outcome 1: Students will demonstrate knowledge of the signs, symptoms, and identification of communication, swallowing, and cognitive disorders (i.e. speech sound disorders, fluency, voice and resonance, language, hearing, and swallowing disorders and differences, etc.).

Instrument 1	**Direct:** CD 483 – Speech Sound Disorders – Treatment Plan Project
Instrument 2	**Direct:** CD 486 – Language Disorders – Individualized Assessment Plan Project
Instrument 3	**Direct:** CD 478 – Clinical Issues and Treatment in Speech-Language Pathology – Final Project

Based on your results, check whether the program met the goal Student Learning Outcome 1.	☒ **Met**	☐ **Not Met**

Program Student Learning Outcome 3: Students will demonstrate knowledge of the basic processes of clinical assessment (i.e. assessment tool selection, assessment administration, assessment scoring, diagnostic report writing, etc.).

Instrument 1	**Direct:** CD 482 Audiology – Audiogram Interpretation
Instrument 2	**Direct:** CD 485 – Introduction to Assessment in Communication Disorders – SimuCase Diagnostic Report
Instrument 3	**Direct:** CD 495 – Clinical Internship – Pre/Post Clinical Reflections, Evaluation of Undergraduate Clinical Internship Rubrics

Based on your results, check whether the program met the goal Student Learning Outcome 3.	☒ **Met**	☐ **Not Met**

Assessment Cycle Plan:

Learning outcomes 2 and 4 were not assessed this cycle. After discussions with Department Chair and CHHS Associate Dean, the program/department reevaluated the current learning outcomes with plans for implementation in Fall 2024. Students should exit the undergraduate program with knowledge of communication disorders in three main areas: identification, assessment, and intervention.

The proposed learning outcomes are:

Student Learning Outcome 1: Students will demonstrate knowledge of the signs, symptoms, and identification of communication disorders (i.e. speech sound disorders, fluency, voice and resonance, language, hearing, and swallowing disorders, and communication differences).

PROPOSED MEASUREMENT INSTRUMENTS:

CD 478 – Clinical Issues and Treatment Final Project

CD 482 – Audiology – Pathologies Case Study

Student Learning Outcome 2: Students will demonstrate knowledge of the basic processes of clinical assessment (i.e. assessment tool selection, assessment administration and scoring, diagnostic report writing, etc.).

PROPOSED MEASUREMENT INSTRUMENTS:

CD 485 – Introduction to Assessment in Communication Disorders – Diagnostic Report

CD 482 – Audiogram Interpretation

Student Learning Outcome 3: Students will demonstrate knowledge of the basic processes of clinical intervention (i.e. goal and objective writing, material selection, session planning, evidenced-based practices, etc.).

PROPOSED MEASUREMENT INSTRUMENTS:
CD 483 – Speech Sound Disorders – Treatment Plan Project
CD 487 – Aural Rehabilitation – Writing Assignment 1

Moving forward, the department will monitor these three outcomes every assessment cycle.

Program Student Learning Outcome 1

Program Student Learning Outcome	Students will demonstrate knowledge of the signs, symptoms, and identification of communication, swallowing, and cognitive disorders (i.e. speech sound disorders, fluency, voice and resonance, language, hearing, and swallowing disorders and differences, etc.).		
Measurement Instrument 1	**Direct:** CD 483 – Speech Sound Disorders – Treatment Plan Project		
Criteria for Student Success	Success is measured by a grade of B or higher on the Treatment Plan Project. Students will demonstrate the ability to identify normal vs. disordered/delayed development based upon assessment results.		
Program Success Target for this Measurement	90% of students achieve a grade of a B or higher	**Percent of Program Achieving Target**	100%
Methods	Students were given a mock client with basic background information and asked to select appropriate formal and informal assessments to obtain an accurate diagnosis. They were asked to review articulation errors and processes and identify which were age-appropriate or considered delayed/disordered. All 37 projects were submitted electronically and graded by instructor using the rubrics provided with this document. Of the submissions, 100% were able to meet this success target by scoring a grade of B or higher.		
Measurement Instrument 2	CD 486 – Language Disorders – Individualized Assessment Plan Project		
Criteria for Student Success	Success is measured by a grade of B or higher on the Individualized Assessment Plan Project that requires students to obtain and analyze a language sample. Students will demonstrate the ability to accurately transcribe a language sample and then calculate the mean length of utterance, which is an important tool used in identification of language disorders.		
Program Success Target for this Measurement	90% of students achieve a grade of a B or higher	**Percent of Program Achieving Target**	100%
Methods	Students selected another student as a partner for this assignment to act as their 3 year 11 month old client. After recording a 12-15 minute language sample, students had to transcribe and calculate the mean length of utterance. MLU is often used in identifying the prescence of a language delay/disorder. Projects were submitted electronically ($n=37$) and graded by instructor using the rubric provided with this document.		
Measurement Instrument 3	CD 478 – Clinical Issues and Treatment in Speech-Language Pathology – Final Project		
Criteria for Student Success	Success is measured as a grade of B or higher on the final project. Students will demonstrate the ability to identify the signs/symptoms of (a) disorder(s) selected for the project. The signs/symptoms may also include an example or definition to further demonstrate understanding.		
Program Success Target for this Measurement	90% of students achieve a grade of a B or higher	**Percent of Program Achieving Target**	100%
Methods	Students were given options for final projects; each final project required students to demonstrate knowledge of the signs/symptoms of disorders discussed in class. Final projects were submitted electronically or in-person ($n=37$) and graded by instructor using rubrics provided with this document.		
Based on your results, highlight whether the program met the goal Student Learning Outcome 1.		☒ **Met**	☐ **Not Met**
Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn't, and plan going forward)			

Results are as expected for this SLO. Throughout the program, students receive information on the signs and symptoms of the various disorders treated by speech-language pathologists and audiologists. There are several courses specialized for disorders (language, speech sound, aural rehabilitation) where students are exposed to identification of these specific areas of need. Studnets consistently demonstrated the ability to identify basic signs and symptoms as well as identify the presence of a delay/disorder.

Course sequence and content remained the same for this assessment cycle where students receive courses in normal development of speech, language, and communication during the fall semester of their junior year and in a variety of different disorders and areas of need during the spring semester of junior year into senior year. They are able to understand normal development to apply that information to the signs/symptoms of disordered or delayed development.

Plans for next assessment cycle: The Individualized Assessment Plan project and Treatment Plan projects will be removed as artifacts for this SLO. An artifact from the field of audiology will be included to balance an artifact from the field of speech-language pathology. In the upcoming assessment cycle, a Pathologies Case Study from CD 482 – Audiology will be added; students will be given a case study that includes signs/symptoms of a particular disorder related to the auditory system and asked to provide an appropriate diagnosis (identification). The Final Project for CD 478 – Clinical Issues and Treatment will continue to be utilized as a measurement instrument for this SLO; students are given options for the final project and each option requires discussion of the signs/symptoms of (a) selected disorder(s). Students have continued to provide positive feedback on this project by stating they enjoy being able to select their project option and completing the requirements. The Treatment Plan Project from CD 483 – Speech Sound Disorders will be utilized as a measurement instrument for SLO #3 as it more appropriately addresses the basic processes of clinical intervention by requiring students to recommend frequency and duration of treatment, proposed treatment course, and potential goals/objectives.

Program Student Learning Outcome 3			
Program Student Learning Outcome	Students will demonstrate knowledge of the basic processes of clinical assessment (i.e. assessment tool selection, assessment administration, assessment scoring, diagnostic report writing, etc.).		
Measurement Instrument 1	Direct – CD 482 Audiology – Audiogram Interpretation		
Criteria for Student Success	Students will receive a grade of B or higher on the audiogram interpretation learning check. They will be able to read the audiograms and provide a diagnosis to demonstrate an understanding of reading audiograms (assessment scoring/interpretation).		
Program Success Target for this Measurement	90% of students achieve a grade of a B or higher	**Percent of Program Achieving Target**	100%
Methods	Students were presented with four audiograms, asked to provide a diagnosis for the hearing patterns presented, and to answer basic questions regarding audiological evaluations. Students completed the interpretations during class time and submitted for instructor to grade using the rubric provided with this document. A representative sample of students was selected (*n*=4) for reporting purposes.		
Measurement Instrument 2	Direct – CD 485 – Introduction to Assessment in Communication Disorders – SimuCase Diagnostic Report		
Criteria for Student Success	Students will receive a grade of B or higher on the diagnostic report. They will be asked to include specific sections and report accurate information to demonstrate an understanding of how a diagnostic report is structured. They will also demonstrate their ability to use writing that is reflective of a clinical setting.		
Program Success Target for this Measurement	90% of students will achieve a grade of B or higher	**Percent of Program Achieving Target**	78%
Methods	Students were instructed to complete a diagnostic report that includes the appropriate sections: identifying information, referral, case history, behavioral observations, tests administered, language sample, formal language, articulation/phonological, intelligibility, oral peripheral, auditory, fluency, and/or voice evaluation, summary, prognosis, recommendations, and signatures. All reports were collected (*n* = 36) graded using the rubric included with this document (one student did not complete the assignment).		
Measurement Instrument 3	Direct – CD 495 – Clinical Internship – Evaluation of Undergraduate Clinical Internship Rubrics		
Criteria for Student Success	Success is measured by students receiving a rating of 7 or higher (clear evidence – needs only general direction) on the Evaluation of Undergraduate Clinical Internship in 'Diagnosis in Therapy Settings.' Students will demonstrate the ability to select diagnostic instruments, administer and score assessments, complete a behavioral observation, and analyze diagnostic information to make appropriate recommendations for treatment.		

Program Success Target for this Measurement	90% of students receive a rating of 7 or higher on Diagnosis in Therapy Settings	Percent of Program Achieving Target	100%
Methods	A small number of undergraduate students were assigned an evaluation with a client in the fall semester. Evaluation of Undergraduate Clinical Internship rubrics were collected for these students (*n*=3).		

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.	☒ Met	☐ Not Met

Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn't, and plan going forward)

Results from the SLO were not as expected due to a variety of factors.

During this assessment cycle, the instructor for CD 482 – Audiology (Instrument 1) changed from the fall to spring semester. Upon departing, the instructor inadvertently submitted all audiological interpretations from the 2022-2023 AY and only four from the 2023-2024 AY; therefore, the sample size for this assessment cycle was small. This may not have been a true representation of the cohort as a whole as a more representative sample of 20% would have included seven students, instead of four.

The results for CD 485 – Introduction to Assessment in Communication Disorders (Instrument 2) was not as high as expected and this target was not met. Instructor reports that students who scored lower on this measurement instrument did not follow instructors or made minor errors that compounded against their final grade. Instructor does not anticipate any changes in the presentation of content or the assignment requirements; however, the requirement that the assignment be a SimuCase client will be removed to allow for more flexibility in client selection.

The number of students who completed an evaluation for CD 495 – Clinical Internship (Instrument 3) was lower than expected due to changes in clinical staffing, client population, and overall clinical structure. Many students were placed in group settings and did not provide an opportunity for an assessment as these are conducted 1:1. This outcome will continue in the future but Measurement Instrument 3 will be removed and the first two Measurement Instruments will be continued to capture a larger number of students and their knowledge regarding assessment.

Conclusions:

Plans for Next Assessment Cycle: The department will meet to discuss the delivery of the Clinical Internship course; it will be modified to provide students with more robust clinical experiences that are not exclusive of a clinical placement in an on-campus clinic. The program will explore other options for clinical experience to include, but not limited to, community partnerships, simulated patients, enrichment activities, and service learning projects. Since this change is occurring over the course of the next assessment cycle, measurement instruments will instead be determined by course assignments in which all students are able to demonstrate their knowledge and skills.

Curriculum Map

Program name:	Communication Disorders
Department:	Communication Sciences and Disorders
College:	College of Health and Human Services
Contact person:	Leigh Anne Roden
Email:	leighanne.roden@wku.edu

KEY:
I = Introduced
R = Reinforced/Developed
M = Mastered
A = Assessed

Course Subject	Number	Course Title	LO1: Demonstrate knowledge of the signs, symptoms, and identification of communication, swallowing, and cognitive disorders	LO2: Demonstrate knowledge of the basic processes of clinical intervention (i.e. treatment plan development, session planning, and basic implementation principles, etc.)	LO3: Demonstrate knowledge of the basic processes of clinical assessment (i.e. assessment tool selection, assessment administration, assessment scoring, diagnostic report writing, etc.).	LO4: Demonstrate the ability to correctly document clinical information (i.e. including treatment plans, assessment plans, progress reporting (SOAP), final summaries, etc.).
CD 280	CD 280	Introduction to Communication Sciences and Disorders	I			
CD 290	CD 290	Introduction to Clinical Experience	I	I	I	I
CD 347	CD 347	Science of Speech and Hearing	I			
CD 348	CD 348	Research and Writing in Communication Sciences & Disorders		R	R	R
CD 405	CD 405	Applied Phonetics	I	I	I	I
CD 478	CD 478	Clinical Issues and Treatment in Speech-Language Pathology	R	R	R	
CD 481	CD 481	Speech and Language Development	I	I	I	I
CD 482	CD 482	Audiology	I	I	I	I
CD 483	CD 483	Introduction to Disorders of Articulation and Phonology	R	R	R	R
CD 484	CD 484	Speech Anatomy and Physiology	I			
CD 485	CD 485	Introduction to Assessment in Communication Disorders	R	R	R	R
CD 486	CD 486	Language Disorders	R	R	R	R
CD 487	CD 487	Aural Rehabilitation	R	R	R	R
CD 488	CD 488	Augmentative Communication Systems	R	R	R	R
CD 489	CD 489	Communication Disorders in Aging	R	R	R	R
CD 490	CD 490	Connecting with Nonverbal Communicators	R	R	R	R
CD 491	CD 491	Management of Communication Disorders in the Schools	R	R	R	R
CD 492	CD 492	Neuroanatomy in Communication Sciences and Disorders	R			

Treatment plan assignment rubric

Analysis of background information – 10 points

> Analyzing background information on client to determine needs for evaluation.

Observations and findings – 15 points

> Analyzing information and results to formulate a conclusion and determine if delays are present.

Establishing target goals for a treatment plan – 10 points

Therapy recommendations, prognosis, and follow up – 5 points

Total points – 100 points

Language Sample 37 submissions. 35 As and 2 Bs

Language Sample Assignment   CD 486   Point Value: 100

Sample Minimum: 50 utterances (max 150)

Picture Book options will be uploaded separately or you can choose a wordless picture book of your own.

Preliminaries – Obtaining your language sample

Your age is 3-11 years old for your LSA. (English should be the child's first language.) Choose a partner who will provide your language sample and you will account for hers as well. Consider this assignment well. Don't just give solid/obvious answers, give one another the option of opportunity for this task.   How would a 3-11yo answer your questions/respond? What behaviors might you see? What kind of cues might you need?

Transcribe about 12-15 (or whatever it takes to get you minimum utterances) minutes of the language sample collected in your taping. Your transcript must be a complete verbatim account of everything that is said by all participants in the taped conversation. Verbatim means typing the target child's statements exactly as they are said, so, if participants use incorrect pronunciation or grammar, you need to show this in your typed transcript. This is important because your analysis of the child's language will be based on such things as grammatical constructions, errors made, etc.

General Transcription Guidelines:
·   Every statement in the transcript needs to be on a separate line and each line should be numbered consecutively from (1) to (50) so that you can refer to specific lines of the transcript when writing your paper.
·   Give each of the participants an identifier (it is best to avoid real names – I suggest using the code "C" to stand for the child) and type each of their statements on a new line preceded by their identifying code and a colon.
·   Transcribe all verbal comments (i.e., as they are said, including emphasis, without correcting for grammatical construction, etc)
·   You should also type in any actions that accompany the spoken words and put these in parentheses to show they are not part of the speech transcription (you do not need to describe everything participants do, only those things which you think have a bearing on their conversation).
·   Periodically make note of elapsed time using a counter or clock/watch.
·   You can use a story/retell, a narrative or a combimation.

Specific Transcription Guidelines:
1) Be sure to label each utterance with both the speaker symbol (e.g., C) and an utterance number.
2) An utterance is one word, phrase, or sentence. An utterance may be complete or incomplete.
3) Start each new utterance on a new line, even if the speaker is the same.
4) Use punctuation. Incomplete utterances should end with the symbol > (i.e., do not use a period)
5) If the speaker pauses during the utterance, indicate so by writing "(pause)," at the point in the utterance where the pause occurred. Do not use "..." And, do not use a new line to indicate a pause.
6) If the speaker's utterance is unintelligible (you cannot hear it or understand it), indicate that by writing XX on the line.
7) If two people are speaking at the same time (i.e., the utterances overlap) indicate that in the transcript using a < >.
     * In the place that the overlapped speech occurred, use the symbol < >
* After you finish transcribing that utterance, on the next line, transcribe the utterance that occurred at the same time and enclose it in < >

<u>Example:</u>
001 (1)   E: How about the next page?
       (2)   C: His Frog's sad.
       (3)   E: Mhm.
       (4)   C: They're mad (pause) at him.
005 (5)   E: And the next page.
       (6)   C: They want him to go to XX room
       (7)   E: Mhm.
       (8)   C: They're waiting for >.
       (9)   E: How does <the story end>?
009 (10) C: <He's having> fun.
010 (11) E: Ok.

Submit your final transcriptions, video or audio that accompanies the LSA, and a summary of your findings from your sample.

Grading: Language Sample 25pts
                 Correct transcription of Sample 25 points
                 Calculation of MLU   15pts
                 Audio/visual submission   15 pts
                 Summary 20pts
                      Total: 100pts

CD 478 – Clinical Issues and Treatment
Final Project Options

Option A – Speech/Language/Cognitive/Swallowing Disorders in the Media

Students are required to analyze 5 different characters from cartoons, television shows and/or movies. Each character must have a different speech/language disorder discussed in class. **Of the five characters, you must select at least one child and one adult.** Students will:

a. Diagnose the disorder with rationale for diagnosis
   - What signs/symptoms led to diagnosis – be specific and provide examples
   - Include severity level (mild, moderate, severe, profound) and explain rationale
b. Provide two suggestions/techniques/practices for intervention for each character
c. Compile a PowerPoint presentation. Each character must have the following slides:
   - Background information/story about character
   - Clip from YouTube with example of character's speech/language
   - Diagnosis with rational for diagnosis (will need more than 1 slide in order to be specific and provide examples)
   - Severity level with rationale
   - Intervention suggestions/techniques/practices – one slide for each practice
d. Include a reference page

Assignment Requirements	Points
Included **background information** on character and YouTube clip, selected **at least one child and one adult**	/20
Made **accurate diagnosis with specific signs/symptoms** as examples; included **severity level and rationale**	/20
Included **two intervention suggestions/techniques/practices** per character	/30
Compiled **organized, visually appealing** presentation	/20
Reference page included **credible sources** (i.e. NOT Wikipedia) and followed **APA format**	/10
FINAL GRADE	/100

Option B – Disorders Ranked

This project has TWO OPTIONS.

OPTION A: Explanation of Project: Students will select six of the following disorders: language disorder, articulation disorder, phonological disorder, dysarthria, apraxia, dysfluency, voice disorder, craniofacial anomaly (cleft palate, cleft lip), aphasia, traumatic brain injury, dysphagia, AAC device usage, hearing impairment, visual impairment, central auditory processing disorder and rank them on a scale from easiest to hardest to treat (from what you know/have learned). Provide an explanation for why each disorder that you picked belongs where you ranked it on the scale.

Organize in a visually appealing PowerPoint presentation that includes the following information:

- Disorder selected
- Explanation for its ranking (easiest to treat to hardest to treat)
- Video clip of the disorder

OPTION B: Do all of the above BUT rank them according to which disorder you would be most comfortable with having to the disorder you would feel least comfortable with having.

Organize in a visually appealing PowerPoint presentation that includes the following information:

- Disorder selected
- Explanation for why you would feel most/least comfortable having that disorder
- Video clip of the disorder

Assignment Requirements	Points
1. Selected six disorders	/15
2. Provided a thorough explanation of the ranking of each disorder	/30
3. Explanations provided are reasonable and accurate	/30
4. Video clip of someone with the disorder from an online source	/15
5. DO NOT EDIT: Reference page includes **credible sources** (i.e. NOT Wikipedia) and follows **APA format**	/10
FINAL GRADE	/100

Option C – TikTok Test: MythBusters

Explanation of Project: Students are required to interview others on campus and in the community about three special needs categories discussed in class: dysarthria, apraxia, dysfluency, voice disorder, craniofacial anomaly (cleft palate, cleft lip), aphasia, traumatic brain injury, dysphagia, AAC device usage, hearing impairment, visual impairment, central auditory processing disorder.

The intention for this project is to gain even more knowledge regarding speech and hearing disorders as well as to raise awareness to those surrounding us. Using TikTok, students must make a short video compiling their interviews. For the interview, students should ask:
1. Have you heard of _____?
2. If you have heard of it, can you describe it?

If they do not know what it is, use your knowledge to tell them about it. Relevant research should be done on each topic prior to interviews. Grades will be determined based on: education on special need area, creativity, organization of content, and a well thought out summary page. Students must include a reference page to demonstrate the ability to retrieve **credible** information and cite sources in APA format.

Assignment Requirements	Points
1. Accurate description of the disorders and symptoms and characteristics	/30
2. Clear choice of disorders/special needs area and reasoning is provided	/10
3. Contextual challenges are present, related to the disorders/special needs areas' characteristics, and thoughtfully accurate	/10
4. PowerPoint is thoughtful, creative, and displays proper grammar	/10
5. Ideas on how to overcome the communication gap are thoughtful, useful, and applicable.	/30
6. DO NOT EDIT: Reference page includes **credible sources** (i.e. NOT Wikipedia) and follows **APA format**	/10
FINAL GRADE	/100

Option D: I Spent a Day with…

Explanation of Project: Students are required to create a mini-episode of the Anthony Padilla YouTube series "I Spent a Day with…" addressing one of the special needs categories discussed in class: language disorder, articulation disorder, phonological disorder, dysarthria, apraxia, dysfluency, voice disorder, craniofacial anomaly (cleft palate, cleft lip), aphasia, traumatic brain injury, dysphagia, AAC device usage, hearing impairment, visual impairment, central auditory processing disorder. The aim of the mini episode should be to provide an in-depth look at a day in the life of someone with one of the previously mentioned special needs categories.

This video will include both clips of the interview and clips or videos/images with background commentary providing the viewer with more background information about the disorder (watch the first 1.5 minutes of the video "I spent a day with people with multiple personality disorders" to understand better the goal of those clips. A brief clip before the interview would suffice). The goal of the video is to bring more awareness to the general public about your chosen disorder. The video will be 7-10 minutes long. Grade calculation will be based on the quality of interview questions, accuracy of information provided about the disorder, and overall production value of the video.

    a. Include the following information either within the interview questions or the background commentary:
- Characteristics and etiology of the disorder (including common signs and associated symptoms/issues)
- Examples of difficulties an individual may face in day to day life
- Common misconceptions about individuals with the special need
- Intervention/therapy techniques/practices

    b. Post video to YouTube
    c. Reference page

Assignment Requirements	Points
Created **7-10 minute "I Spent a Day with" mini-episode** on a special need discussed in class	/20
Included **clear explanation of special need (characteristics, etiology, difficulties individual may face, common misconceptions, intervention/therapy practices**) in a way a person with no previous knowledge of disorder could understand	/30
Created **well developed**, **organized, and enjoyable to watch episode with appropriate interview questions**	/35
Posted **link to YouTube**	/5
Reference page included **credible sources** (i.e. NOT Wikipedia) and followed **APA format**	/10
FINAL GRADE	/100

Option E: Supermarket Sweep

Explanation of Project: You are sent into Target or Wal Mart and have five minutes to grab 10 items off the shelves that could be used with a disorder. Students are required to select one of the special needs categories discussed in class: language disorder, articulation disorder, phonological disorder, dysarthria, apraxia, dysfluency, voice disorder, craniofacial anomaly (cleft palate, cleft lip), aphasia, traumatic brain injury, dysphagia, AAC device usage, hearing impairment, visual impairment, central auditory processing disorder. You will then:
- Create a shopping list of TEN necessary items for intervention for the disorder you selected
- Explain how would you use these materials and why you chose them
- Create a visually appealing PowerPoint with the information

Assignment Requirements	Points
The shopping list has 10 items to either make something or something to use within the session	/20
Included **clear reasoning** for why you chose the 10 items	/30
Included **clear explanation** for how you would use the 10 items	/35
PowerPoint is visually appealing and easy to navigate	/5
Reference page included **credible sources** (i.e. NOT Wikipedia) and followed **APA format**	/10
FINAL GRADE	/100

Option F: Final Folder

Note: This option must be completed independently.

Students are required to create a final comprehensive folder for one of the special needs categories discussed in class: language disorder, articulation disorder, phonological disorder, dysarthria, apraxia, dysfluency, voice disorder, craniofacial anomaly (cleft palate, cleft lip), aphasia, traumatic brain injury, dysphagia, AAC device usage, hearing impairment, visual impairment, central auditory processing disorder. Students will:

a. Select one of the areas listed and create one folder with a middle flap (ask me to explain)

b. Include the following information in a way a layperson could understand:
  - Definition/characteristics of the disorder
  - Possible causes
  - Intervention/therapy techniques/practices
  - Any other information student finds pertinent (i.e. common myths/misconceptions of disorder, examples of characters/famous individuals with disorder, etc.)

c. Use a minimum of three different templates. Examples can be found here but students are not required to use these templates: http://www.homeschoolshare.com/typeitin_lapbook_templates.php

d. Include two folder inserts (supplemental documents addressing any of the above information)

Assignment Requirements	Points
Selected one area and created folder with middle flap	/10
Included **definition/characteristics, possible causes, intervention techniques/practices, other pertinent information as selected by student** and all content is easily understood by someone with no previous knowledge of disorder	/35
Used a **minimum of three different templates; minimum empty space** and included **two folder inserts**	/25
Created a **neat, organized, and visually appealing folder**	/20
Reference page includes **credible sources** (i.e. NOT Wikipedia) and follows **APA format**	/10
FINAL GRADE	/100

Audiogram Scoring Rubric

Identifiable Element	Points
Left or Right side	1
Degree	1
Configuration	1
Type	1
Tympanogram Associated with the Audiogram Data	1
TOTAL PER QUESTION	**5**

CD 485: Rubric for Diagnostic Report

Item	Possible Points	Actual Points	Comments
Identifying Information	2		
Referral	2		
Case History	5		
Behavioral Observations	2		
Tests Administered	2		
Language Sample	3		
Formal Language	3		
Articulation/Phonology	8		
Intelligibility	2		
Oral Peripheral Exam	2		
Auditory	2		
Voice/Fluency	2		
Summary	5		
Prognosis	2		
Recommendations	2		
Signatures	1		
Total Grade	**45**		

Western Kentucky University
Communication Disorders Clinic
Evaluation of Undergraduate Internship

Clinician:		Supervisor:	Semester:

GRADING RUBRIC	
10-12:	Takes initiative and works toward independence
7-9:	Regularly needs specific direction/demonstration
4-6:	Performs effectively ONLY after specific direction and demonstration
1-3:	Fails to perform regardless of supervision

Profile of Clinical Skills		Final
I. Diagnosis in Therapy Settings	**A.** Familiarity with, and choice of appropriate diagnostic tools, ensuring use of least biased testing techniques	
	B. Administers and scores according to established procedures	
	C. Observes and identifies relevant behaviors	
	D. Interprets and analyzes diagnostic information accurately	
	E. Establishes appropriate short and long term objectives	
	F. Collects and uses baseline data as appropriate	
	G. Explains results of assessment to clients and caregivers in an effective way	
II. Development & Preparation for Therapy	**A.** Applies theory and research knowledge in treatment	
	B. Demonstrates creative selection/preparation of treatment techniques and materials, and if applicable, ensuring appropriate accommodations and modifications to support client access to curriculum	
	C. Plans and organizes sessions to meet individual and/or group goals	
III. Therapy Implementation	**A.** Uses materials and/or equipment proficiently	
	B. Provides clear, concise instruction in a manner appropriate to the age, attention, and	
	C. Uses appropriate cues and task modifications, as needed, to maintain attention while eliciting/facilitating therapy objectives	
	D. Demonstrates appropriate reinforcement/behavior management	
	E. Responds to/modifies treatment based on changes in client performance	
	F. Uses time in therapy session effectively to maximize learning	
	G. Demonstrates ability to lead session and/or collaborate in group activities	
IV. Written Documentation	**A.** Includes information that is relevant, accurate, and appropriate	
	B. Writes in a style that is clear, well-balanced, complete, and grammatically correct	
V. Interpersonal Skills	**A.** Demonstrates sensitivity and responsiveness to the emotional as well as the behavioral needs of clients and caregivers	
	B. Interacts appropriately with family members/other professionals	
VI. Personal & Professional Qualities	**A.** Professionalism: Oral communication model, dependability, appearance, level of involvement, seeks out help when needed	
	B. Manages time, documentation, and clinic demands with flexibility	
	C. Responds to supervisor's suggestions appropriately	
	D. Takes initiative and works in a self-directed manner	
	E. Trains family/caregivers to enhance therapy, as appropriate by providing transactional support	

CSD 495 – Grading Scale		TOTAL:	0
A = 10-12	B = 7-9	Diagnostic and Therapy Average:	0
C = 4-6	D = 1-3	Therapy Only Average:	0

Comments: Overall, it was a great semester! Stellar documentation, great activities and adaptations as needed, great use of cues (more or less) to generate success. What you did was great even if client progress wasn't quite what you had hoped for. Always look for the small steps in progress because they add up to big change! Don't be too hard on yourself.

Supervisor Signature:

Clinician Signature: