Institutional Effectiveness Report

Name of Program:	Master of Speech-Language Pathology
Year:	2020-2021
Name of Preparer:	Frances Burns, Ph.D., CCC-SLP

Program Mission Statement: The Francis Marion University Master of Speech-Language Pathology Program (MSLP) seeks to provide a comprehensive academic course of study combined with diverse clinical experiences in order to prepare outstanding allied healthcare professionals capable of providing high quality assessment and treatment for individuals with communication and swallowing disorders in the Pee Dee, South Carolina area and across the globe.

Program Learning Outcomes
The outcomes for the MSLP program are as follows:
1. Support students' mastery of comprehensive content and methodology in speech language pathology practice.
2. Support use of research for inquiry, problem solving, assessment, and treatment.
3. Develop ethical and professional skills.
4. Support development of student leadership skills
5. Develop opportunities for interprofessional collaboration.
6. Continuously appraise curriculum to optimize completion rates.
7. Continuously evaluate syllabi to ensure licensure and certification attainment.

Executive Summary of Report

Results from five (5) student learning outcomes (SLOs) are included in this report. They are derived from the American Speech-Language-Hearing Association's (ASHA) 2020 *Standards and Implementation Procedures for the Certificate of Clinical Competence in Speech-Language Pathology*.

Direct and indirect assessment methods were identified for the SLOs. Four additional assessment methods were used for the 2020-2021 reporting period. For SLO #1, students are required to submit videos of one treatment session via the HIPAA compliant TORSH platform, along with one Plan of Care (POC), and one SOAP note to the Clinic Coordinator and a minimum of one academic faculty member to review. Students will discuss the treatment session, POC, and SOAP notes in a Round Table fashion with faculty to ensure translation of knowledge learned in the classroom to the clinic setting. This activity proved to be critical for helping the students translate knowledge learned in the classroom to delivery of clinical services. Observation of videotaped treatment session showed that students were not always using the most current best practices for intervention. It appeared that they were learning information to take a test/exam, but not using the information in their clinical practice.

For SLO #2, students will adequately complete a Diversity Experience paper about their own culture, another culture, and a comparison of the two cultures. Students will also complete the Modified Barium Swallow Impairment Profile (MBSImP) online self-study course training to interpret and communicate MBS study results in a manner that is specific, consistent, accurate and objective to earn a certificate. For SLO #3, students will adequately complete Critical Thinking Responses to address information presented in the Professional Issues and Ethics textbook chapters. This assessment method for SLO #3 replaces the one from the 2019-2021 reporting period and allows for individualized assessment of the students' knowledge of the principles of ethics and/or rules from the ASHA Code of Ethics. Students met the target of the prior assessment method to demonstrate knowledge via course assessments well enough to earn a total score of 80 out of 100 points for the 2019-2020 and 2020-2021 reporting periods.

The benchmarks and targets were met for SLO #1 for the 2019-2020 reporting period; however, after faculty review of the weighting for the knowledge and skills assessed in SLP 580 and SLP 621, weighting was increased or decreased to more accurately reflect the level of importance for the target knowledge or skill. This resulted in students earning grades that were better reflective of their overall knowledge and skills. This information is documented in the current report. Eighty-six percent of the students in SLP 580 demonstrated knowledge and skills at the "Present (3)" level in CALIPSO. This is a decrease of 14%. Ninety-six percent of the students in SLP 621 demonstrated knowledge and skills at the "Adequate (4)" level in CALIPSO. This is a decrease of 4%. The decrease of 14% and 4% is reflective of a change in the weighting for some of the knowledge and skills criteria. Benchmarks and targets were met for these assessment methods.

The benchmarks and targets for the direct assessment of SLO #4, "Plan a research study consistent with evidence-based criteria," were not met for the 2019-2020 reporting period due to the COVID-19 pandemic; however they were met for the 2020-2021 reporting period. Students were able to access to Zoom and Teams which allowed for virtual collaborations with each other and faculty. Improvements were made in each section of this assessment method. Baseline improved 8%, 100%, and 20%, respectively from the 2019-2020 reporting period.

The benchmarks and targets for SLO #5, "Demonstrate knowledge of professional conduct" were met for 2020-2021 reporting period; however further review of all the SLOs indicated that SLO #5 needs to be further delineated to better describe what is meant by "Demonstrate knowledge of professional conduct" in the SLP 580 and SLP 621 courses. Consequently, eighty-five percent of the students will achieve a minimum score of 3 (Present) or 4 (Adequate) for each the 16 professional practice, interaction, and personal qualities section of CALIPSO for SLP 580 and SLP 621 respectively during the 2021-2022 reporting period.

Student Learning Outcomes

Students who graduate from the MSLP program will:

1. Apply knowledge of statistics as well as biological, physical, and social/behavioral sciences to diagnostic report writing and client debriefing.

2. Apply current knowledge of the principles and methods of assessment for persons with communication and swallowing disorders, including consideration of anatomical/physiological, developmental, and linguistic and cultural correlates, within a clinical evaluation

3. Apply the principles of ethics and/or rules from the 2010 ASHA Code of Ethics in all clinical interactions.

4. Plan a research study consistent with evidence-based criteria.

5. Demonstrate knowledge of professional conduct.

Assessment Methods:

1. Apply knowledge of statistics as well as biological, physical, and social/behavioral sciences to diagnostic report writing and client debriefing.

Assessment Method	Type of Assessment	Baseline	Benchmark	Target
SLP 580: Clinical Practicum II -CALIPSO (see appendix A) Analyzed by the MSLP faculty, including adjunct clinical educators	Direct	86%	85% of students will meet the target.	85% (or higher) of students will demonstrate knowledge and skills at the "Present (3)" level in CALIPSO **Rationale:** Students are expected to possess knowledge and skills at the "Present" level in their second semester. Skills may need further development, refinement or consistency. Supervisor provides ongoing monitoring and feedback; focuses on increasing student's critical thinking on how/when to improve skill (skill is present 51-75% of the time).

| SLP 621
Clinical
Practicum V | Direct | 96% | 85% of students will meet the target. | 85% (or higher) of students will demonstrate knowledge
and skills at the
"Adequate (4)" level in CALIPSO

Rationale: Students are expected to possess knowledge and skills at the "Adequate" level in their final practicum. Skill is developed and implemented most of the time and needs consistent refinement or consistency. Student is aware and can modify behavior in session, and can self evaluate. Problem-solving is independent. Supervisor acts as a collaborator to plan and suggest possible alternatives. (Skill is present 76-90% of the time). |

Assessment Method	Type of Assessment	Baseline	Benchmark	Target
Round Tables	Indirect	100%	95% of students will meet the target	95% (or higher) of students will submit videos of one treatment session via the HIPAA compliant TORSH platform, along with one Plan of Care (POC), and one SOAP note to the Clinic Coordinator and a minimum of one academic faculty member to review. The students will discuss the treatment session, POC, and SOAP notes in a Round Table fashion with faculty to ensure translation of knowledge learned in the classroom to the clinic setting.

2. Apply current knowledge of principles and methods of assessment for persons with communication and swallowing disorders, including consideration of anatomical/physiological, developmental, and linguistic and cultural correlates.

Assessment Method	Type of Assessment	Baseline	Benchmark	Target
SLP 545: Introduction to Multicultural Issues	Indirect	100%	90% of students will meet the target.	90% (or higher) of students will adequately (i.e., grammar, length, format, references) complete a Diversity Experience paper about their own culture, another culture, and a comparison of the two cultures.

Assessment Method	Type of Assessment	Baseline	Benchmark	Target
SLP 561: Dysphagia	Direct	95%	95% of students will meet the target.	95% (or higher) of students will complete the Modified Barium Swallow Impairment Profile (MBSImP) online self-study course training to interpret and communicate MBS study results in a manner that is specific, consistent, accurate and objective at the 80% level to earn a certificate.

Assessment Method	Type of Assessment	Baseline	Benchmark	Target
SLP 580: Clinical Practicum II -CALIPSO (see appendix A) Analyzed by the MSLP faculty, including adjunct clinical educators	Direct	86%	85% of students will meet the target.	85% (or higher) of students will demonstrate knowledge and skills at the "Present (3)" level in CALIPSO **Rationale:** Students are expected to possess knowledge and skills to conduct assessments at the "Present" level in their second semester. Skills may need further development, refinement or consistency. Supervisor provides ongoing monitoring and feedback; focuses on increasing student's critical thinking on how/when to improve skill (skill is present 51-75% of the time).

Assessment Method	Type of Assessment	Baseline	Benchmark	Target
SLP 621: Clinical Practicum V	Direct	96%	85% of students will meet the target.	85% (or higher) of students will demonstrate knowledge and skills at the "Adequate (4)" level in CALIPSO **Rationale:** Students are expected to possess knowledge and skills at the "Adequate" level in their final practicum. Skill is developed and implemented most of the time and needs consistent refinement or consistency. Student is aware and can modify behavior in session, and can self evaluate. Problem-solving is independent. Supervisor acts as a collaborator to plan and suggest possible alternatives. (Skill is present 76-90% of the time).

3. Apply the principles of ethics and/or rules from the 2010 ASHA Code of Ethics in all clinical interactions.

Assessment Method	Type of Assessment	Baseline	Benchmark	Target
SLP 580: Clinical Practicum II -CALIPSO (see appendix A)	Direct	86%	85% of students will meet the target.	85% (or higher) of students will demonstrate knowledge and skills at the "Present (3)" level in CALIPSO. **Rationale:** Students are expected to possess the knowledge and skills to conduct assessments and provide intervention at the "Present (3)" level, skills may need further development, refinement or consistency. Supervisor provides ongoing monitoring and feedback; focuses on increasing student's critical thinking on how/when to improve skill (skill is present 51-75% of the time).

Assessment Method	Type of Assessment	Baseline	Benchmark	Target
SLP 610: Professional Issues and Ethics	Direct	96%	90% of students will meet the target.	90% (or higher) of students will adequately (fully answer questions, answer accurately, answer all parts, meet length and reference requirements) complete the Critical Thinking Responses that are assigned to address information presented the Professional Issues and Ethics textbook chapters.

Assessment Method	Type of Assessment	Baseline	Benchmark	Target
SLP 621: Clinical Practicum V	Direct	96%	85% of students will meet the target.	85% (or higher) of students will demonstrate knowledge and skills at the "Adequate (4)" level in CALIPSO **Rationale:** Students are expected to possess knowledge and skills at the "Adequate" level in their second practicum. Skill is developed and implemented most of the time and needs consistent refinement or consistency. Student is aware and can modify behavior insession, and can self-evaluate. Problem-solving is independent. Supervisor acts as a collaborator to plan and suggest possible alternatives. (Skill is present 76-90% of the time).

4. Plan a research study consistent with evidence-based criteria.

Assessment Method	Type of Assessment	Baseline	Benchmark	Target
SLP 567: Research Methods I Rubrics for literature review and method sections totaling 100 points (see appendices B and C) Analyzed by the MSLP faculty	Direct	100%	90% of students will meet the target.	90% (or higher) of students will demonstrate knowledge via course assessments well enough to earn a total score of 80 points out of 100 points.
Proposals submitted to the FMU Institutional	Indirect	100%	95% of students will meet the target.	95% of students' research proposals will
Review Board for approval (see appendix D)				be accepted.
Three student/faculty meetings regarding research proposals intended to provide extra support in developing research proposals and to help students stay on track with deadlines	Indirect	100%	80% of students will meet the target.	80% of students will attend 3 student/faculty meetings.

5. Demonstrate knowledge of professional conduct.

Assessment Method	Type of Assessment	Baseline	Benchmark	Target
SLP 580: Clinical Practicum II -CALIPSO (see appendix A)	Direct	86%	85% of students will meet the target.	85% (or higher) of students will demonstrate knowledge at the "Present (3)" level in CALIPSO. **Rationale:** Students are expected to possess knowledge and skills to conduct assessments and provide intervention at the "Present (3)" level in their second semester. Skills may need further development, refinement or consistency. Supervisor provides ongoing monitoring and feedback; focuses on increasing student's critical thinking on how/when to improve skill (skill is present 51-75% of the time).

Assessment Method	Type of Assessment	Baseline	Benchmark	Target
SLP 610: Professional Issues and Ethics	Direct	96%	90% of students will meet target.	90% (or higher) of students will adequately (fully answer questions, answer accurately, answer all parts, meet length and reference requirements) complete the Critical Thinking Responses that are assigned to address information presented the Professional Issues and Ethics textbook chapters.

Assessment Method	Type of Assessment	Baseline	Benchmark	Target
SLP 621	Direct	96%	85% of students will meet the target	85% (or higher) of students will demonstrate knowledge and skills at the "Adequate (4)" level in CALIPSO **Rationale:** Students are expected to possess knowledge and skills at the "Adequate" level in their second practicum. Skill is developed and implemented most of the time and needs consistent refinement or consistency. Student is aware and can modify behavior in session, and can self-evaluate. Problem-solving is independent. Supervisor acts as a collaborator to plan and suggest possible alternatives. (Skill is present 76-90% of the time).

Assessment Results:

1. Apply knowledge of statistics as well as biological, physical, and social/behavioral sciences to diagnostic report writing and client debriefing.

Assessment Method	Students Assessed in Course	Students in Program	Baseline	Benchmark	Target
SLP 580: Clinical Practicum II -CALIPSO (see appendix A)	23	48	86%	Met	Met

> **Discussion:** Eighty-six percent of the students demonstrated knowledge and skills at the "Present (3)" level in CALIPSO. This is a decrease of 14%. The decrease is reflective of a change in the weighting for some of the knowledge and skills criteria. Benchmark and target met for this assessment method.

Assessment Method	Students Assessed in Course	Students in Program	Baseline	Benchmark	Target
SLP 621: Clinical Practicum V	25	48	96%	Met	Met

> **Discussion:** Ninety-six percent of the students demonstrated knowledge and skills at the "Adequate (4)" level in CALIPSO. This is a decrease of 4%. The decrease is reflective of a change in the weighting for some of the knowledge and skills criteria. Benchmark and target met for this assessment method.

Assessment Method	Students Assessed in Course	Students in Program	Baseline	Benchmark	Target
Round Tables	23	48	100%	Met	Met

> **Discussion:** New assessment. Benchmark and target met for this assessment method. This activity proved to be critical for helping the students translate knowledge learned in the classroom to delivery of clinical services. Observation of videotaped treatment session showed that students were not always using the most current best practices for intervention. It appeared that they were learning information to take a test/exam, but not using the information in their clinical practice.

2. Apply current knowledge of principles and methods of assessment for persons with communication and swallowing disorders, including consideration of anatomical/physiological, developmental, and linguistic and cultural correlates.

Assessment Method	Students Assessed in Course	Students in Program	Baseline	Benchmark	Target
SLP 545: Introduction to Multicultural Issues	23	48	100%	Met	Met

Discussion: New assessment. Benchmark and target met for this assessment method.

Assessment Method	Students Assessed in Course	Students in Program	Baseline	Benchmark	Target
SLP 561: Dysphagia	23	48	95%	Met	Met

Discussion: New assessment. Benchmark and target met for this assessment method. One student did not meet the target. The student earned a grade of incomplete for the course. She then completed the MBSImP assignment and earned the certificate the following week.

Assessment Method	Students Assessed in Course	Students in Program	Baseline	Benchmark	Target
SLP 580: Clinical Practicum II -CALIPSO (see appendix A)	23	4	86%	Met	Met

Discussion: Eighty-six percent of the students demonstrated knowledge and skills at the "Present (3)" level in CALIPSO. This is a decrease of 14%. The decrease is reflective of a change in the weighting for some of the knowledge and skills criteria. Benchmark and target met for this assessment method.

Assessment Method	Students Assessed in Course	Students in Program	Baseline	Benchmark	Target
SLP 621: Clinical Practicum V	23	48	96%	Met	Met

Discussion: Ninety-six percent of the students demonstrated knowledge and skills at the "Adequate (4)" level in CALIPSO. This is a decrease of 4%. The decrease is reflective of a change in the weighting for some of the knowledge and skills criteria. Benchmark and target met for this assessment method.

3. Apply the principles of ethics and/or rules from the 2010 ASHA Code of Ethics in all clinical interactions.

Assessment Method	Students Assessed in Course	Students in Program	Baseline	Benchmark	Target
SLP 580: Clinical Practicum II -CALIPSO) (see appendix A)	23	48	86%	Met	Met

Discussion: Eighty-six percent of the students demonstrated knowledge and skills at the "Present (3)" level in CALIPSO. This is a decrease of 14%. The decrease is reflective of a change in the weighting for some of the knowledge and skills criteria. Benchmark and target met for this assessment method.

Assessment Method	Students Assessed in Course	Students in Program	Baseline	Benchmark	Target
SLP 610	23	48	96%	Met	Met

Discussion: New assessment. Benchmark and target met for this assessment method.

Assessment Method	Students Assessed in Course	Students in Program	Baseline	Benchmark	Target
SLP 621	23	48	96%	Met	Met

Discussion: Ninety-six percent of the students demonstrated knowledge and skills at the "Adequate (4)" level in CALIPSO. This is a decrease of 4%. The decrease is reflective of a change in the weighting for some of the knowledge and skills criteria. Benchmark and target met for this assessment method.

4. Plan a research study consistent with evidence-based criteria.

Assessment Method	Students Assessed in Course	Students in Program	Baseline	Benchmark	Target
SLP 567: Research Methods I Rubrics for literature review (1 and 2), methods (1 and 2), totaling 100 points (see appendices B and C)	23	48	92%	Met	Met
Proposals submitted to the FMU Institutional Review Board for approval (see appendix D)	23	48	100%	Met	Met
Three student/faculty meetings regarding research proposals intended to provide extra support in developing research proposal and stay on track with deadlines	23	48	100%	Met	Met

Discussion: Benchmark and target met for this assessment method. Improvements were made in each section of this assessment method. Baseline improved 8%, 100%, and 20%, respectively from the 2019-2020 reporting period.

5. Demonstrate knowledge of professional conduct.

Assessment Method	Students Assessed in Course	Students in Program	Baseline	Benchmark	Target
SLP 580: Clinical Practicum II -CALIPSO (see appendix A)	23	48	86%	Met	Met

Discussion: Eighty-six percent of the students demonstrated knowledge and skills at the "Present (3)" level in CALIPSO. This is a decrease of 14%. The decrease is reflective of a change in the weighting for some of the knowledge and skills criteria. Benchmark and target met for this assessment method. Benchmark and target met for this assessment method.

Assessment Method	Students Assessed in Course	Students in Program	Baseline	Benchmark	Target
SLP 610	23	48	New assessment	New assessment	New assessment

Discussion: New assessment.

Assessment Method	Students Assessed in Course	Students in Program	Baseline	Benchmark	Target
SLP 621	23	48	96%	Met	Met

Discussion: Ninety-six percent of the students demonstrated knowledge and skills at the "Adequate (4)" level in CALIPSO. This is a decrease of 4%. The decrease is reflective of a change in the weighting for some of the knowledge and skills criteria. Benchmark and target met for this assessment method. SLO #5 needs to be further delineated to better describe what is meant by "Demonstrate knowledge of professional conduct" in the SLP 580 and 621 courses. Eighty-five percent of the students will achieve a minimum score of 3 (Present) or 4 (Adequate) for each of the 16 professional practice, interaction, and personal qualities section of CALIPSO for SLP 580 and SLP 621 respectively during the 2021-2022 reporting period.

Action Items

1. SLO #1
   a. No action required
2. SLO #2
   a. No action required

3. SLO #3
   a. No action required

4. SLO #4
   a. No action required

5. SLO #5
   a. SLO #5 needs to be further delineated to better describe what is meant by "Demonstrate knowledge of professional conduct" in the SLP 580 and SLP 621 courses. Eighty-five percent of the students will achieve a minimum score of 3 (Present) or 4 (Adequate) for each of the 16 professional practice, interaction, and personal qualities section of CALIPSO for SLP 580 and SLP 621 respectively during the 2021-2022 reporting period.

Appendices:

Appendix A: CALIPSO Performance Rating Scale and Performance Evaluation
Appendix B: SLP 567 Literature Review Rubric
Appendix C: SLP 567 Method Rubric
Appendix D: FMU Institution Review Board Protocol
Appendix E: MBSImP Certificate
Appendix F: Round Table Documentation Form
Appendix G: Student Round Table Submission Instructions

SLP CALIPSO

Performance Rating Scale

1   **Not evident:** Skill not evident most of the time. Student requires direct instruction to modify behavior and is unaware of need to change. Supervisor must model behavior and implement the skill required for client to receive optimal care. Supervisor provides numerous instructions and frequent modeling (skill is present <25% of the time).

2   **Emerging:** Skill is emerging, but is inconsistent or inadequate. Student shows awareness of need to change behavior with supervisor input. Supervisor frequently provides instructions and support for all aspects of case management and services (skill is present 26-50% of the time).

3   **Present:** Skill is present and needs further development, refinement or consistency. Student is aware of need to modify behavior, but does not do this independently. Supervisor provides on-going monitoring and feedback; focuses on increasing student's critical thinking on how/when to improve skill (skill is present 51-75% of the time).

4   **Adequate:** Skill is developed/implemented most of the time and needs continued refinement or consistency. Student is aware and can modify behavior in-session, and can self-evaluate. Problem-solving is independent. Supervisor acts as a collaborator to plan and suggest possible alternatives (skill is present 76-90% of the time).

5   **Consistent:** Skill is consistent and well developed. Student can modify own behavior as needed and is an independent problem-solver. Student can maintain skills with other clients, and in other settings, when appropriate. Supervisor serves as consultant in areas where student has less experience; Provides guidance on ideas initiated by student (skill is present >90% of the time).

Close

Performance Evaluation

Evaluation saved. You can now enter the scores.

Supervisor: Undergraduate Supervisor, .

*Student: [   ]

*Site: [   ]

*Evaluation
Type: [   ]

*Semester: [   ]

*Course
number: [   ]

*Patient population:

☐
☐
☑ Young Child (0-5)
☐ Child (6-17)

Severity of Disorders (check all that apply):

☐ Within Normal Limits
☐ Mild
☐ Moderate
☐ Severe

Interprofessional (or collaborative) practice (IPP) includes (check all that apply): [?]	Client(s)/Patient(s) Multicultural Aspects (check all relevant factors that apply): [?]	Client(s)/Patient(s) Linguistic Diversity (check all relevant factors that apply): [?]
☐ Audiologist	☐ Ethnicity	☐ English
☐ Dentist	☐ Race	
☐ Dietitian	☐ Culture	☐ English Language Learner
☐ Family Member		☐ Primary English dialect
☐ Nurse/Nurse Practitioner	☐ National origin	☐ Secondary English dialect
☐ Occupational Therapist	☐ Socioeconomic status	☐ Bilingual
☐ Pharmacist	☐ Gender identity	☐ Polyglot
☐ Physical Therapist	☐ Sexual orientation	☐ Gender identity
☐ Physician	☐ Religion	☐ Sign Language (ASL or SEE)
☐ Physician Assistant	☐ Exceptionality	☐ Cognitive / Physical Ability
☐ Psychologist/School Psychologist	☐ Other	☐ Other
☐ Recreational Therapist		
☐ Respiratory Therapist		
☐ Social Worker		
☐ Special Educator		
☐ Teacher (classroom, ESL, resource, etc.)		
☐ Vocational Rehabilitation Counselor		
☐ Other		

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P�������� R����� S����

Please refer to the Performance Rating Scale for grading criteria. Use a score between 1 and 5, in 0.25 increments (1.25, 1.5 etc.)

- Not evident   4 - Adequate

Evaluation

Evaluation	Speech Sound Production?	Fluency?	Voice?	Language?	Hearing?	Swallowing?	Cognition?	Social Aspects?	AAC?
	Refer to Performance Rating Scale above and place number corresponding to skill level in every observed box.								
1. Conducts screening and prevention procedures (std IV-D, std V-B, 1a)									
2. Collects case history information and integrates information from clients/patients and/or relevant others (std V-B, 1b)									
3. Selects appropriate evaluation instruments/procedures (std V-B, 1c)									
4. Administers and scores diagnostic tests correctly (std V-B, 1c)									
5. Adapts evaluation procedures to meet client/patient needs (std V-B, 1d)									
6. Possesses knowledge of etiologies and characteristics for each communication and swallowing disorder (std IV-C)									
7. Interprets, integrates, and synthesizes test results, history, and other behavioral observations to develop diagnoses (std V-B, 1e)									
8. Makes appropriate recommendations for intervention (std V-B, 1e)									
9. Completes administrative and reporting functions necessary to support evaluation (std V-B, 1f)									
10. Refers clients/patients for appropriate services (std V-B, 1g) ?									
Score totals:	0	0	0	0	0	0	0	0	0
Total number of items scored: __0__ Total number of points: __0__ Section Average: __0__									
Comments:									

Save

Intervention	Speech Sound Production?	Fluency?	Voice?	Language?	Hearing?	Swallowing?	Cognition?	Social Aspects?	AAC?
	Refer to Performance Rating Scale above and place number corresponding to skill level in every observed box.								
1. Develops setting-appropriate intervention plans with measurable and achievable goals. Collaborates with clients/patients and relevant others in the planning process (std V-B, 2a, std 3.1.1B)									
2. Implements intervention plans (involves clients/patients and relevant others in the intervention process) (std V-B, 2b, std 3.1.1B)									
3. Selects or develops and uses appropriate materials/instrumentation (std V-B, 2c)									
4. Measures and evaluates clients'/patients' performance and progress (std V-B, 2d)									
5. Modifies intervention plans, strategies, materials, or instrumentation to meet individual client/patient needs (std V-B, 2e)									
6. Completes administrative and reporting functions necessary to support intervention (std V-B, 2f)									
7. Identifies and refers patients for services as appropriate (std V-B, 2g) ?									
Score totals:	0	0	0	0	0	0	0	0	0
Total number of items scored: 0 Total number of points: 0 Section Average: 0									
Comments:									

[Save]

Professional Practice, Interaction and Personal Qualities	Score
1. Demonstrates knowledge of and interdependence of communication and swallowing processes (std IV-B, std 3.1.6B)	
2. Uses clinical reasoning and demonstrates knowledge of and ability to integrate research principles into evidence-based clinical practice (std IV-F, std 3.1.1B) ?	
3. Adheres to federal, state, and institutional regulations and demonstrates knowledge of contemporary professional issues and advocacy (includes trends in best professional practices, privacy policies, models of delivery, and reimbursement procedures/fiduciary responsibilities) (std IV-G, std 3.1.1B, 3.1.6B, 3.8B) ?	
4. Communicates effectively, recognizing the needs, values, preferred mode of communication, and cultural/linguistic background of the patient, family, caregiver, and relevant others (std V-B, 3a, std 3.1.1B) ?	

	Score
5. Establishes rapport and shows care, compassion, and appropriate empathy during interactions with clients/patients and relevant others (std 3.1.1B)	
6. Uses appropriate rate, pitch, and volume when interacting with patients or others	
7. Provides counseling regarding communication and swallowing disorders to clients/patients, family, caregivers, and relevant others (std V-B, 3c, std 3.1.6B)	
8. Collaborates with other professionals in case management (std V-B, 3b, std 3.1.1B, 3.1.6B) ?	

	Score
9. Displays effective oral communication with patient, family, or other professionals (std V-A, std 3.1.1B) ?	
10. Adheres to the ASHA Code of Ethics and Scope of Practice documents and conducts him or herself in a professional, ethical manner (std IV-E, V-B, 3d, std 3.1.1B, 3.1.6B) ?	
11. Demonstrates professionalism (std 3.1.1B, 3.1.6B) ?	
12. Demonstrates openness and responsiveness to clinical supervision and suggestions	
13. Displays organization and preparedness for all clinical sessions	
14. Sequences tasks to meet objectives	
15. Provides appropriate introduction/explanation of tasks	
16. Uses appropriate models, prompts or cues. Allows time for patient response.	
Total number of items scored: 0 Total number of points: 0 Section Average: 0	
Comments:	

Save

Clinical Excellence in Writing

Clinical Excellence in Writing	**Score**
1. Displays effective written communication for all professional correspondence (std V-A, std 3.1.1B) ?	
2. Organizes information following correct format	
3. Writes narratives in a logical/concise manner	
4. Uses appropriate language/terminology	
5. Uses supervisory suggestions and constructive criticism to modify reports/documentation as needed	
Total number of items scored: 0 Total number of points: 0 Section Average: 0	
Comments:	

Save

Met **All**	Not Met **All**	(clear) **All**	**Met/Not Met**
○	○	◉	1. Personal appearance is professional and appropriate for the clinical setting
○	○	◉	2. Arrives to clinic/session on time and ready for sessions
○	○	◉	3. Work is completed in a timely manner
○	○	◉	4. Uses correct grammar in all written formats

Save

Improvements Since Last Evaluation: Strengths /

Areas Needing Improvement:Recommendations for

Improvement:

Total points (all sections included):___0 Adjustment: 0.0
divided by total number of items___0
Evaluation score:___0
Letter grade __In need of clinical remediation__

By entering the student's name, I verify that this evaluation has been reviewed and discussed with the student prior to final submission.

Student name:		Date reviewed:	

I verify that this evaluation is being submitted by the assigned clinical supervisor and that I have supervised the above named student.

*Supervisor name: | ***Date completed:**

☐ Final submission (if this box is checked, no more changes will be allowed!)

Save

Standards referenced herein are those contained in the Membership and Certification Handbook of the American Speech-Language-Hearing Association. Readers are directed to the ASHA Web site to access the standards in their entirety: CFCC Standards | CAA Standards

The Review Itself

	Inadequate	Developing	Proficient	
Introduction	Neither implicit nor explicit reference is made to the topic to be examined. **1**	The introduction does not offer many hints to the topic and may seem disjointed with respect to what follows. **3**	stated, the reader can (correctly) guess where the paper will go based on the introduction. **5** Despite organization, sequence of topics or structure is illogical. **5** **Proficient**	The paper is well organized, demonstrates logical sequencing and
Body: Flow	No organization, sequencing, or structure. **1**	Weakly organized, but sections/paragraphs. **3** While not explicitly	Roadmapping! The reader knows exactly what the review will cover. **7**	
Coverage of Content	Sections are missing and the writer assumes too much background knowledge from the reader. **1**	Either necessary content is missing or the writer assumes background knowledge from the reader. **3**	Although all topics were included, some was not as in-depth as was necessary based on the purpose of the paper. **5**	structure. **7** Every topic that should be covered is and done quite well! **7**
Clarity of Writing/Technique	It is hard to know what the writer is trying to express. Misspelled words and syntax problems. **1**	Questions, whether clearly stated or not, are a surprise based on the review. 3	**5** Questions flow naturally from the review, but are not clearly stated. 5	Questions flow naturally from the review and are clearly stated. 7 Paper contents properly paraphrased, no concerns from SafeAssign or manual review. **3**
Research Questions are missing! **Questions 1**				

APA 6th Edition Style

	Inadequate	Developing	Proficient	
Originality	Plagiarism is readily observed or suspected with a high degree of certainty based on SafeAssign or manual review. **0 on assignment.**	2–3 errors. **3**	1 error. **5**	All citations, parenthetical or within the text, are correct. **7** All citations have a matching reference. All references are
Citations	4+ errors. **1**			cited. **7** All references are correct.
Citations Match References	Either a citation does not have a matching reference or a reference does not have a matching citation. **1**	Up to 3 errors in references and DOIs may or may not have been included. **3** Writing is generally clear and grammatical, but not concise. Meaning sometimes hidden.	All references are correct, but not all DOIs have been included. **5** Writing is grammatical, clear, and succinct. Uses active voice. Not awkward. Meaning explicit. **7**	When they exist, DOIs are included. **7**
References: Form 4+ errors. **1** Clarity is an issue. There may also be grammatical, spelling, or punctuation errors. **3**				

References: Number	Writer has missed a significant number of sources as determined by a quick search. **1**	Writer has missed some relevant sources. **2**	Writer relies heavily on a small number of sources even though more are available and relevant. **3**	Writer does not rely heavily on just a few sources. Appropriate! **4**
APA Conventions	4+ errors or has quoted instead or paraphrasing or seems to have used secondary sources. **1**	2–3 errors in style. **3**	1 error related to APA style. **5**	Correctly used APA conventions (e.g., Latin abbreviations, acronym rules, capitalization, which/that, headings). **7**

Total: /70

LitRev2/Analytic Scoring Rubric

Methods 1/Analytic Scoring Rubric   **NAME:**

CRITERIA	LEVELS OF ACHIEVEMENT		
	INADEQUATE PROFICIENT	DEVELOPING	
Participants	Participant characteristics recruitment are characteristics or not recruitment plan is not lack of sufficient. **(3.5)** detail. **(2.5)**	Either participant Number (or range) of participants is specified. Criteria for inclusion/ exclusion documented.	as well as not clear. Could reproduce due to Specifies how participants will be recruited. **(4.5)**
Materials	Section lacks quite a bit of information. Could not reproduce. **(2.5)**	There is not enough information about at least one aspect of this section. **(3.5)**	Instrumentation, tests, screens, equipment, software, applications, surveys, and so on are described clearly. **(4.5)**
Design	Descriptions of both design and variables are lacking. **(2.5)**	Either the design or variables are not detailed. **(3.5)**	Research design is stated and described. Variables are defined as appropriate. **(4.5)**
Procedures	There were no questions and the way forward seems quite unclear. **(2.5)**	Although procedures are generally clear, some aspects are less so. **(3.5)**	Steps of the project are clearly explained. How will data be collected? How long will recordings be kept before they are transcribed and originals deleted? Are instructions to participants clear? **(4.5)**

Clarity of writing and writing technique	It is hard to know what the writer is trying to express. Misspelled words, grammar, and punctuation make reading difficult. **(2.5)**	Writing is generally clear, but unnecessary words are used. Meaning is sometimes hidden. Paragraph or sentence structure is too repetitive. **(3.5)**	Writing is crisp, clear, succinct. The writer incorporates the active incorrect voice when appropriate. improper Meaning is explicit. **(4.5)**	
Citations/ References: APA 6th per manual/ companion website	Citations for statements included in the paper were not present OR included references were not found in the text. Use of quotes instead of paraphrasing. Possibly used secondary sources. **(1.5)**	Although citations were included and allowed sources were utilized, there were extensive errors in citations and/or references. **(2.5)**	Citations within the body of the report and a corresponding reference list were presented. Some formatting problems exist OR components were missing. Paraphrasing of primary sources used. **(3.5)**	All needed citations were included in the paper. References matched the citations, and all were encoded in correct APA format. Paraphrasing of primary sources used. **(4.5)**
Originality	Plagiarism is readily observed or suspected with a high degree of certainty based on *SafeAssign* **(0 on assignment)**		Paper contents are suspected to be the author's own in concert with thoughtful, correct paraphrasing. **(3)**	

Adapted from form created by University of Pittsburgh, CBE Resource Group, 2010, www.cbe.pitt.edu

Francis Marion University
Institutional Review Board
Human Participants Protocol Form

IRB use only	Proposal Number:	Date Received:

Part I: General Information Project Information

Title of Project:

Proposed Type of Project (check all that apply)

	Funded (Account Number):		
	Funding Agency or Agencies (if applicable):		
x	**Student Research** (student is primary researcher and faculty is only supervising oversight):		
x	**Department**: Speech-Language Pathology	**Course #s**: SLP 567 (Sp'19) & 630 (Sp'20)	
	Teaching (in-class project)		
x	**Proposed Start Date:** 05/01/2019	**Proposed End Date**: 05/01/2020	

Requested Review (only check one category)

	Full Review
	Expedited Review
	Exempted Review

Principal Investigator (if student researcher then supervising is principal investigator):

Name: Skye Lewis		
Title: Assistant Professor		
Department/School: Speech-Language Pathology/Health Sciences		
Office Location: CCHS 354		
E-mail: skye.lewis@fmarion.edu	*Phone:* 661-1885	
RB Certificate of Training	**_Yes_**	No
If Not Certified, Then Planned Date of submission of Certificate:		

Co-Principal Investigator (actively involved in the design and conduct of research project; add duplicate rows as needed):

Name:		
Title: Graduate Student		
Department/School: Speech-Language Pathology/Health Sciences		
E-mail:	*Phone:*	
RB Certificate of Training	**_Yes_**	No
Name:		
Title		
Department/School:		

E-mail:		*Phone:*	
RB Certificate of Training	*Yes*		*No*
Name:			
Title			
Department/School:			
E-mail:		*Phone:*	
RB Certificate of Training	*Yes*		*No*
Department/School:			
E-mail:		*Phone:*	
RB Certificate of Training	*Yes*		*No*
Name:			
Title			
Department/School:			
E-mail:		*Phone:*	
RB Certificate of Training	*Yes*		*No*

Student Researcher (add duplicate rows as needed)

Name:	On-campus Phone:
E-mail:	Off-campus Phone:
Name:	On-campus Phone:
E-mail:	Off-campus Phone:
Name:	On-campus Phone:
E-mail:	Off-campus Phone:

Research Assistants (only involved in the collection and analysis of data):

Name:	On-campus Phone:
E-mail:	Off-campus Phone:
Name:	On-campus Phone:
E-mail:	Off-campus Phone:
Name:	On-campus Phone:
E-mail:	Off-campus Phone:

Part II: Basic Participant Information
Information is collected in such a way that participants (check all that apply)

	Participant responses can be identified:
	Participant responses cannot be identified:
	Risks are the same as encountered in daily life or during performance of routine physical or psychological examination or tests:
	Risks are more than minimal; either as (a) probability of the harm or discomfort anticipated or (b) the magnitude of the harm or discomfort is greater than encountered in daily life or during performance of routine physical or psychological examination or tests:
	Collected information is such that participants may be at risk of criminal or civil liability if their responses are disclosed outside of the research setting
	Collected information is such that it may be damaging to the participants' financial, social reputation, employability or public standing if their responses are disclosed outside of the research setting

	Estimated Number of Participants:	

Participant Population (check all that apply):

	FMU Students
	Normal Adult Community Residents
	Minors (under 18 year old)*****
	Mentally Disabled/Mentally Ill**
	Mentally Retarded***
	Institutionalized Patients**
	Pregnant Females**
	Economically Disadvantaged Persons**
	Prisoners/Court Ordered Persons**
	Other**

*****Requires advised consent of parent/appointed guardian*
 *** Consult with Chair or Designee of the IRB for special requirements*
Recruitment Procedures (check all that apply)

	Student Participant Pool
	Mail-out or Handout (attach for approval of IRB)
	Newspaper ads/Flyers/Postings (must be approved by IRB)
	School children with request sent to parent
	Other (explain)

Exclusion of groups from the study (check all that apply)

	No group will be excluded
	Women
	Minorities
	Children under 12
	Other (specify)
	Justification for exclusion from study:

Location of Study

	Check here if this project is to be conducted at locations other than FMU
	If the other site carried out an IRB review then attach notices from other IRBs
	If you are conducting research at another facility where participants have an expectation of privacy such as a public school, medical facility, etc you must attach a letter of support from the CEO of each site to document permission to use the facility.

Part III: Project Proposal
Project Purpose (provide a brief description of the purpose of your project using non-technical terms:

(text box will expand to include your entry)

Informed Consent:

	Attach the informed consent form you will use in the project.	
	Are you seeking a waiver of all required elements of informed consent?	
	Are you seeking waiver of selected elements of informed consent?	
	Are you seeking waiver of documentation of consent (signature of participant)?	
	If yes, then provide justification for a waiver.	
	Who will obtain participant's consent?	
		PI
		Co-PI
		Research Assistant
		Student Researcher
		Other (specify)

Participant Remuneration (check all that apply)

	Will participants receive course/academic credits for participation?
	Will participants receive monetary remuneration?
	Amount: Payment Schedule:
	Will participants receive incentive gifts (prizes, awards, etc)? Explain:
	Other remuneration: Explain.

Nature of Research

	Collection of descriptive statistics
	Survey
	Correlation or individual differences study
	Experiment (manipulation of one or more variables by experimenter)
	Field experiment (manipulation within natural setting)
	Field study (unobtrusive observational study)
	Other (describe)

Research Design:

Describe your recruitment procedure. (Approximately 30-75 words)
(text box will expand to include your entry)

Procedures:

Describe all procedures in which participants will participate. If data collection instruments will be used, indicate the time necessary to complete them, the frequency of administration, and the setting in which they will be administered. If follow-up data collection may occur, please describe this. Include copies of surveys, interview questions, assessment instruments (questionnaires, formal tests, etc). Include reference for instruments that have been published.

(text box will expand to include your entry)

Protection of Participants:

Most importantly for the purposes of IRB approval, describe all means by which you will ensure participants confidentiality. Please include physical safeguards for data storage, location of storage, and describe who has access to the data. Also address the timing of destruction of data.

(text box will expand to include your entry)

Part IV: Checklist of documents accompanying application:

Word	**Word file sent as attachment to therzog@fmarion.edu**
Word	Recruitment documents, if applicable
Word	Sent hard copies of Certificate of Training to Office of Institutional Research
Word	Letters of support, if applicable
Word	Surveys, questionnaires, tests, etc.
Word	Informed consent form or justification for request waiver
PDF	**Signed hard copy to Teresa Herzog (CEMC 109)**

Agreement and Statement of Assurance by the Principal Investigator: Send a hardcopy of this document to the IRB with signatures.

I have reviewed this research proposal and the consent form, if applicable. I have also evaluated the scientific merit and potential value of the proposed research study, as well as the plan for protecting the human participants and their confidentiality. I have used the Francis Marion University IRB Policies and Guidelines in review and preparation of the proposal and will abide by those policies and procedures. I certify that (a) the information provided for this project is accurate, (b) no other procedures will be used in this project without renewal of project.

I also understand that if the project is approved, then I assure that I will:

1. Report to the IRB any adverse events or research-related injuries that occur;
2. Submit in writing for IRB approval any proposed revisions or amendments to this project;
3. Submit additional information of the project, if requested by the IRB in their approval;
4. Request renewal of the project as necessary; 5. Notify the IRB upon termination of this project.

_____

Last Name   MI
First

_____

Signature of Principal Investigator   Date

If a student(s) is the primary investigator, then he needs to certify he will follow the guidance of the principal investigator.

As student working on this project, I certify that I will follow the guidance of the principal investigator and will report all actions or events to the principal investigator.

_____

Last Name   MI
First

_____

Signature of Student Investigator   Date

_____

Last Name   MI
First

_____

Signature of Student Investigator   Date

Action of IRB
(for use by IRB only)

Proposal Number: _____
Principal Investigator: _____

Expedited ☐ Exempt ☐ Full ☐ Requested Revision/Additional Information ☐

Approved ☐ Expiration Date: _____

Certification by IRB Chair/Designee

_____
Last Name   First Name   MI

_____
Signature of IRB Chair/Designee   Date

Comments:
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Appendix E

MBSImP — Modified Barium Swallowing Impairment Profile

NSS — Northern Speech Services

The MBSImP Reliability Zone has been completed by

Date: <u>April 21st, 2021</u>   Score: <u>82%</u>

Please note: This is not a recognition of certification nor is this certificate valid for speech pathology continuing education credit.
No ASHA CEUs are hereby awarded.

ID: #1293097-41018

Appendix F

<div align="center">

Department of Speech-Language

Pathology Round Table

Documentation Form

</div>

Name: Date:

Objective: To support student clinicians who are providing direct care in the on-campus clinic and help facilitate theory to practice.

Description of Client/Patient:

Current treatment methods/strategies:

Areas of needed support:

Suggested next steps for treatment:

_____

Student Clinician

_____

Faculty

_____

Faculty

_____

Faculty

_____

Faculty

Appendix G

Round Table Documentation

*** Please only use patient initials and age to maintain HIPAA compliance***

Student Name:

Pt initials and age:

Date/Time of Round Table:

Invited Academic Faculty Members:

Clinical Educator:

Did you send a HIPAA compliant Zoom link?   Yes   No

Did you send a recent HIPAA compliant TORSH video to the invited attendees?   Yes   No

Did you send the accompanying HIPAA compliant Lesson Plan and SOAP Note?   Yes   No

Did you send a HIPAA compliant copy of the most recent Plan of Care (POC)? Yes   No

Did you upload this document and submit it into Blackboard for grading?   Yes   No

In 2-3 paragraphs please describe the Patient's Past Medical History (PMH), and why they need Speech Therapy. Please be sure to include the proper ICD-10 Codes and what CPT codes you are using during your sessions.

In 2-3 paragraphs please describe your therapeutic approach and the evidence behind this approach. Remember APA citation.

Keeping in mind the "Implementation Science" lecture by Dr. Wada, in 2-3 paragraphs review the effectiveness of this approach and your therapy sessions. Please describe potential barriers and ideas for process improvement.