

Memo to: All graduate students in speech-language pathology
From: The faculty
Re: ASHA required documentation of knowledge, skills, and professional behaviors (KASA form)

Attached you will find Adelphi University’s Knowledge and Skills Acquisition Form (KASA). It identifies all of the knowledge, assessment and intervention skills, as well as other competencies ASHA requires you meet for certification. Maintaining this document is your responsibility. You will be asked to include it in your application for ASHA certification at the completion of your program.

We have provided at least one opportunity in our curriculum where you will be assessed on each of these competencies. We understand you will have other opportunities to demonstrate competencies that will vary based on your clinical practica. Please include those even if you have not been given a grade or score. We understand you may have more opportunities than we have provided space for. In that case, pick the most significant ones.

“Evidence type” includes course grades; grades or scores on assignments, exams, client studies, labs, presentations, diagnostic reports, writing sample, critical observations/self-reflections, supervisor’s rubric scores on your final evaluations. Shaded areas are not applicable.

For example:

	Knowledge				Assessment skills				Intervention skills			
	Evidence type	Rating/grade	Instructor	Date	Evidence type	Rating/grade	Instructor	Date	Evidence type	Rating/grade	Instructor	Date
Articulation 610	Course grade	A	Lederer	F07	Midterm phono process analysis	45/50	Lederer	F07	Final therapy presentation	34/40	Lederer	F07
611	Course grade	A-	Redstone	F07	Video analysis	19/20	Redstone	F07	Client study	42/50	Redstone	F07
Clinical					666 Goldman-Fristoe	N/A	Montano	SS 08	N/A			
Clinical					N/A				Self-reflection: dysarthric client	Satisfactory	Goldfarb	Sp 08

Clinicals

- SPH 659: Preclinical Seminar
- SPH 660: First in-house (Hy Weinberg Center)
- SPH 661: Externship (for those who don’t take SPH 674/675 in the schools)
- SPH 662: Externship (all take)
- SPH 666: Diagnostics practicum
- SPH 668: Audiology practicum

About the portfolio:

Your portfolio is a developmental scrapbook of evidence that you are meeting ASHA's standards. Please use page protectors and dividers for ease of reviewing. You are welcome to maintain this archive electronically and provide a CD portfolio. You may need to scan in graded rubrics if you use a digital portfolio. See portfolio checksheet for specific contents.

The first page should be the checksheet followed by the KASA form. The third entry should be your transcripts.

This portfolio will be submitted twice during your program. Once after your first clinical practice (660) and the complete portfolio after you complete the program with your forms for ASHA certification.

CLINICAL EXPERIENCE

Your portfolio must include a minimum of three client studies; one child, one adult, and one culturally-linguistically diverse (CLD). The client study must include the treatment plan, one lesson plan with a reflection on that session, the progress note and a reflection at the end of the semester on that client. These must be submitted to your supervisor. A diagnostic session may substitute for one of the above client studies. It must include the diagnostic report and a reflection.

DEMONSTRATING COMPETENCY

You will maintain this record of how well you are mastering material. Simultaneously, the instructor is documenting the same. If you feel you need additional experience in any area, please consult with your advisor.

REMEDICATION PLANS

In the event you do not successfully meet the minimum standard in a particular competency area (e.g., you fail an exam or get a poor score on a paper), you must meet with the instructor to devise a remediation plan. Your grade will not change for that assessment. However, at the end of the semester, the instructor will determine whether you have successfully demonstrated competency in that area or whether additional demonstration is necessary.

Name: _____

Table 1: Knowledge and Skills Documentation

	Knowledge of Disorder (III-C)	Assessment knowledge/skills (III-D; IV-F; IV-	Intervention knowledge/skills (III-D; IV-F, IV-
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	Evidence type	Rating/ grade	Instructor	Date	Evidence type	Rating/ grade	Instructor	Date	Evidence type	Rating/ grade	Instructor	Date
Articulation 610	Course grade											
611	Course grade											
Clinical												
Clinical												
Fluency 620	Course grade											
Clinical												
Clinical												
Voice 630 (611)	Course grade											
Clinical												
Clinical												
Language 603	Course grade											
638	Course grade											
634	Course grade											
Clinical												
Clinical												
Hearing 606	Course grade											
605	Course grade											
Clinical (other than 668)												
Swallowing 646	Course grade											
636	Course grade											
Clinical												
Clinical												

Name: _____

	Knowledge of Disorder (III-C)				Assessment knowledge/skills (III-D; IV-F; IV-G)				Intervention knowledge/skills (III-D; IV-F, IV-G)			
	Evidence type	Rating/grade	Instructor	Date	Evidence type	Rating/grade	Instructor	Date	Evidence type	Rating/grade	Instructor	Date
Cognitive Linguistic 624	Course grade											
Clinical					At least one client study (treatment plan, session plan, progress note, self-reflection)	1-2-3			At least one adult client	1-2-3		
Clinical												
Social-behavioral 672	Course grade											
Clinical												
Other												
Modalities (AAC) 672	Course grade											
Clinical												
Clinical												
Screening/Prevention 666					Speech-Language screening	1-2-3						
668					Hearing screens	668 Grade =						
634												
Other												

Name: _____

Table 2: Additional knowledge assessments

	Evidence type	Grade/rating	Instructor	Date
Basic sciences (III-A): 1 Bio, 1 Phys sci; 1 math; 1 social science	Transcript			
Human Comm Sciences (III- B): prerequisites	Transcript			
600	Course grade			
613	Course grade			
Department policies and procedures (III-H)	Grad manual			
Ethical conduct (III-E)	Code of ethics sign-off			
659				
670 (NIH certification)				
Other				
Research and evidence-based practice(III-F)	Course grade			
670				
660	EBP project			
Contemporary professional issues (III-G)	Position statement activity sign off			
659				
Other				
Certification, specialty recognition, licensure, TSSLD, graduation requirements, praxis, comps (III-H)	Graduation seminar materials			

Name: _____

Table 3: Additional skills assessments

	Evidence type	Grade/rating	Instructor	Date
Oral language (IV-B)	Screening by advisor	Pass or Fail? If fail, results of diagnostic Therapy?		
Written language (IV-B) 659	Critical observation	1-2-3		
Clinical writing (IV-B) 660	Lesson plans; tx plans; progress notes	Mean score from all final supervisor evals		
666	Diagnostic reports	Score from final eval		
Interaction with professionals and families, collaboration, ethics, professional behaviors, counseling (IV-G3) 660	Supervisor evals	S/NI/U		
661/674 or 662		S/NI/U		
Delivering services to CLD populations (IV-F; IV-G)	At least one client study (treatment plan, session plan, progress note, self-reflection)	1-2-3		
Other (e.g., 603 or 638 paper)				

U = Unsatisfactory

NI = Needs improvement

S = Satisfactory

Name: _____

Table 3: Additional skills assessments

	Evidence type	Grade/rating	Instructor	Date
Self-evaluation of practice 660	essay	S/NI/U		
661/674 or 662	essay	S/NI/U		
400 hours (IV- C, IV-D: 25 observation & 375 direct; 150 TSSLD)	Dr. Soman sign-off form			
Summative Assessment (V-B)	COMPS	Pass or Fail?		
Exit survey (submit to office)				

U = Unsatisfactory

NI = Needs improvement

S = Satisfactory