



Speech-Language Pathology Master's Portfolio

Purpose: In accordance with ASHA Standards for Certificate of Clinical Competency, students are required to participate in the formative assessment of their acquisition of knowledge and skills throughout their program of study. One way to document this process is through completion of an electronic portfolio. The portfolio includes documentation of the student's increasing proficiency towards acquiring the competencies required for certification and licensure as a speech-language pathologist. Additionally, the development of the portfolio provides the student with the opportunity to engage in ongoing assessment and self-reflection during the academic and clinical aspects of the graduate program. ***It is expected that the student will begin to work on the portfolio during the first semester of study and continue to work on the portfolio throughout their program.***

Implementation:

1. Each student will have a portfolio created for them in their first semester of graduate study. The portfolio will be accessible through the Moodle learning system (Portfolio@Naz).
2. A review of the portfolio will be provided at orientation and also at the annual mandatory meeting. It is the responsibility of the student to work on the portfolio throughout the program.
3. During each advisement session, the student will provide an update to the graduate program director on their progress on the portfolio.
4. The student will initiate and seek informal and formative feedback from a faculty mentor on selected elements of their portfolio; this happens at the beginning of the semester when the portfolio is submitted. This process is student-initiated and individualized, but prompted by the Graduate Program Director. It is recommended that the student share 1-2 artifacts created for their portfolio such as a reflection, professional development plan, or the philosophy statement.
5. The final portfolio will be submitted approximately 2 weeks prior to the Oral Comprehensive Examination.
6. After the final portfolio is reviewed by faculty, students may be required to revise/edit components to meet the expected standard.
7. If any revisions are requested, students will be asked to submit the portfolio again for the final review.
8. A final copy of the portfolio will be maintained by the program after graduation.

Contents: Many of the artifacts should come from class and clinical experiences that occur throughout the program. Students are strongly encouraged to include artifacts that link to their philosophy and areas of strength or special interest. Students completing a concentration (autism, deafness, medical, early intervention) or the bilingual extension are encouraged to include artifacts and evidence from this area of specialty throughout the portfolio. The portfolio contents should be thoughtful, organized, and well written. Graduate level writing and use of professional language are expected.

Entry Slips: Artifacts identified with an **(ES)** must be preceded by an Entry Slip. This entry slip will contain a brief paragraph (200 words or less) briefly describing the artifact, your rationale for selecting the artifact and how it contributed to your development of the knowledge and skills required by ASHA standards.

SECTION I: Personal Profile and Professional Statement

This section contains a comprehensive personal profile that includes a current professional resume, a list of graduate courses taken (transcript), credential paperwork, a brief essay explaining why the student chose to enter the profession of speech language pathology, and a reflection on the graduate program and a statement of future professional goals.

1. **Professional Resume:** Include the most current form that you would use for job applications.
2. **Professional Statement:** Include a discussion of your core professional commitments (3-5 total) showing that you have developed ‘actionable values of practice,’ written professional goals (to be achieved in the next 1-3 years) including areas for professional growth, and a reflection on self across the length of the graduate program. You are welcome to order these items in any way you see fit for your organization and writing. When reflecting on self across the length of your graduate program you may consider including key areas of professional, academic, or personal growth and why.
 - Certification Standards:
 - Standard IV-E: The applicant must have demonstrated knowledge of standards of ethical conduct.
 - Standard IV-G: The applicant must have demonstrated knowledge of contemporary professional issues.
 - Standard V-A: The applicant must have demonstrated skills in oral and written or other forms of communication sufficient for entry into professional practice.
3. **Clinical Practicum Summary of Hours:** Include a PDF of the Calipso summary of hours.
4. **Credentials:** Describe or list all the credentials for which you will apply (i.e., Specific state licenses, educational credentials (i.e., TSSLD, bilingual extension, other), and ASHA CCC. Include a link to the application for each credential or a PDF upload of the application.
 - Certification Standards:
 - Standard IV-H: The applicant must have demonstrated knowledge of entry level and advanced certifications, licensure, and other relevant professional credentials, as well as local, state, and national regulations and policies relevant to professional practice.
5. **Unofficial Transcript:** This can be downloaded from Student Planning as a PDF.
 - Certification Standards:
 - Standard III: Program of Study: The applicant must have completed a program of study (a minimum of 36 semester credit hours at the graduate level) that includes academic coursework and supervised clinical experience sufficient in depth and breadth to achieve the specified knowledge and skills outcomes stipulated in Standards IV-A through IV-G and Standards V-A through V-C.
6. **Optional (ES):** This section is optional and can include a variety of materials, including but not limited to:
 - Additional projects or assignments the student chooses to include
 - Documentation of remedial activities
 - Specialization artifacts
 - Bilingual extension artifacts

SECTION II: Demonstration of Knowledge and Skills

This section includes six key areas of knowledge and skill a student must demonstrate to enter the profession of speech language pathology; these include professional, academic and clinical knowledge and skill areas. Each area contains a short reflection and describes the learning and skill based on coursework or clinical work and pairs an artifact with the reflection as evidence of learning and skill development.

Within this section be sure to remove any personal information to preserve client confidentiality. Do not use pseudonyms or initials, but rather use XXX or PDF redacting features to cover the personal identifiers.

Artifacts may include: *Clinical report, lesson plan, presentation, academic/research paper or project. Any item posted must adhere to requirements to protect client/patient privacy (see “Rules for De-Identification of HIPAA data”)*

- Certification Standards:
- Standard IV-F: The applicant must have demonstrated knowledge of processes used in research and of the integration of research principles into evidence-based clinical practice.
- Standard V-A: The applicant must have demonstrated skills in oral and written or other forms of communication sufficient for entry into professional practice.
- Standard IV-C: The applicant must have demonstrated knowledge of communication and swallowing disorders and differences, including the appropriate etiologies, characteristics, and anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates
- Standard IV-D: For each of the areas specified in Standard IV-C, the applicant must have demonstrated current knowledge of the principles and methods of prevention, assessment, and intervention for persons with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates.

1. Prevention/Screening Reflection and Artifact: Include a brief reflection, no longer than two pages double-spaced, on your prevention/screening skills. Identify 1-3 different experiences you have had with screening and prevention work; include setting and clinical populations. Explain how the artifact shows clinical skill in this area.

POSSIBLE ARTIFACT: Parent Education Tool, Presentation

2. Cultural/Linguistic Responsiveness Reflection and Artifact: Include a brief reflection, no longer than two pages double-spaced, on your development of culturally/linguistically responsive skills. Explain the academic and clinical experiences that have supported your development in key areas associated with ASHA’s definition/position paper. Provide insight in areas of growth as well as continued areas of need. In addition to the written reflection include an artifact of the work that shows your knowledge and skill development.

POSSIBLE ARTIFACT: Class Paper, Reflection Paper (on clinical interaction), Self-Assessment, Summary of Resources Used (e.g., speech sound inventory, cultural group characteristics, etc.)

3. Assessment Artifact: Include a brief reflection, no longer than two pages double-spaced, on assessment skills. Identify 2-3 different experiences you have had with diagnostic work; include setting

and clinical populations. Provide insight into the learning and professional development that occurred within these settings, and indicate any areas for continued growth. Explain how the artifact shows clinical skill in this area.

POSSIBLE ARTIFACT: Evaluation Report

4. Intervention Artifact: Include a brief reflection, no longer than two pages double-spaced, on assessment skills. Identify 2-3 different experiences you have had with intervention planning and/or therapeutic services; include setting and clinical populations. Provide insight into the learning and professional development that occurred within these settings, and indicate any areas for continued growth. Explain how the artifact shows clinical skill in this area.

POSSIBLE ARTIFACT: Lesson Plan

5. Interprofessional Practice Artifact: Include a brief reflection, no longer than two pages double-spaced, on skills necessary for interprofessional clinical practice. Identify 1-3 different experiences you have had with interprofessional clinical practice; include setting, clinical populations, and interprofessional collaborators. Explain how the artifact shows clinical skill in this area.

POSSIBLE ARTIFACT: Case Study or Paper

6. Research and EBP Artifact: Include a brief reflection, no longer than two pages double-spaced, on skills necessary for research and evidence-based practice in speech-language pathology. Explain why you chose the artifact as evidence of your skill in applying evidence/research to academic and/or clinical work.

POSSIBLE ARTIFACT: Comprehensive Project

7. Professional Issues and Practice: After reviewing the 'professional issues action plan' you wrote as part of the 'Professional Issues Workshop' at the end of your first year of the graduate program, write a brief reflection, no longer than two double-spaced pages, on the experiences you have had in coursework and clinical practice that have supported your growth in these areas (e.g., ethics, billing, documentation, etc). Include areas that you will pursue additional experience to support your continued professional growth.

REQUIRED ARTIFACT: Professional Issues Action Plan from Professional Issues Workshop