

Instructions for Completing the UF Knowledge and Skills Acquisition (UF-KASA) Form

Dear Students:

Clinical certification standards require that programs in speech-language pathology track students' attainment of professional knowledge and skills. The Department of Communication Sciences and Disorders is presently using an instrument called the *UF-KASA* for this purpose. The form is presently in Excel spreadsheet format (though we plan to have a web-based format available soon).

I would like you to begin entering data about the knowledge and skills you have acquired during your graduate program into this form. The form may appear rather daunting at first glance – it is about 23 pages long! Once you begin scrolling through it, however, I think you will find that it is easy to understand and straightforward to complete. Enter all data directly into the file. (If you'd like to print a copy for your records, that is fine, but the Department will not be collecting paper copies at this time.)

The instructions below will hopefully make the task a bit easier for you. Please submit the form to me, via email, April 17, 2007. Most of you should be finished with your externships by then. Submit the form via email attachment. In the meantime, if you have questions, just ask (logan@csd.ufl.edu or 352-392-2113, ext. 249). Good luck!

Dr. Logan

Instructions for completing the UF KASA

1. **Open the UF KASA form that is attached to this email and "save as" <KASA your name.xls> (e.g., UF-KASA Francis Morgan.xls).** Be sure to create a "save as" version of the blank KASA right away. That way, you will have a master form to access if you accidentally delete something or make a mistake.
2. **Review the form.** The form is in Excel. Begin by scrolling through the document. As you will see, the form lists the various certification standards that one must meet to be considered for the Certificate of Clinical Competence. The UF-KASA is intended to document where you developed specific knowledge and skills. Some items may have been developed through activities in multiple courses or clinics. **Column C** pertains to course-related activities. **Column D** pertains to clinic-related activities (including applied clinical courses), and **Column E** refers to other learning settings, such as conference workshops, research projects, and the like. (Given the nature of graduate school, you should have lots of information Columns C and D, and relatively little in Column E.)

Important Note: To make the form easier to read on your computer screen, I have narrowed lines 6 and 7 in the spreadsheet. These lines contain general information and instructions for the UF-KASA. If you wish to read the contents of these rows, just put your cursor on the cell, and the full text will pop up on the top of your screen. Alternately, you can adjust the height of any row by placing your cursor at the top or bottom of any row number (see left side of the spreadsheet) and "dragging" the border of the row up or down.

3. **Enter your name (first name, middle initial, last name) in the cell on Row 4.**
4. **Complete lines 14 – 17 of the spreadsheet.** Review your undergraduate transcript. Enter in **Column C** those courses that you have taken in which you developed knowledge of basic principles related to mathematics as well as biological, social/behavioral, and physical sciences. You may have taken many courses in an area. If so, it is not necessary to list all of them – simply enter 3 or 4 courses (Upper division courses are perhaps preferable to lower division courses, but either will be fine.) Leave **Column D** blank (unless you have addressed basic science and math principles in one or more of the practicum courses you've taken). Record courses by entering the course number and name (e.g. PSY 2210: Intro to Psych). Only enter courses for which you received a grade of "C" or above.
5. **Complete lines 20 – 34 of the spreadsheet.** This section of the KASA deals with your **knowledge^a of normal communication and swallowing processes**. Information related to normal communication is largely addressed in our undergraduate curriculum, but some concepts are reviewed in graduate courses too. Information related to swallowing is largely addressed in the graduate dysphagia course (although some versions of SPA 4250 may also address the topic as well.)

If you took the courses that are listed in Column C of this section at UF, your job is simple. Just **circle** (if you have printed the form) or **bold** (if you prefer to complete the form electronically) each of the courses you have taken. Also, think back to the applied clinical courses and the clinical practica you've taken this year. Have any of these experiences addressed knowledge of *normal* communication or swallowing bases. If so, enter those courses in Column D.

If you completed undergrad pre-professional studies at another university, delete the UF courses that are listed on the form in Row 20 – 34 and add the courses you took (see your undergraduate transcript). For most students, Columns D and E will contain relatively few entries for this section of the UF-KASA. It is fine to leave cells blank, if it is appropriate to do so. Complete **Column E** only if you have participated in extra-curricular activities that addressed knowledge of normal processes. Enter the name of the activity, plus the month and year of the activity (e.g., *FLASHA Convention, 5/05*).



^a The term *knowledge* refers to ability to list, identify, describe, define, compare, contrast, etc. concepts or information (e.g., *listing* which articulation tests are appropriate for use with a preschooler; *describing* how to conduct an examination of the oral mechanism). The term *skill* refers to doing a particular clinical activity (e.g., *administering* an articulation test to a preschooler).

6. **Complete lines 37 – 61 of the spreadsheet.** This section pertains to your **knowledge of the etiologies and characteristics of disorders that affect speech, language, and swallowing**. Complete Column C first. Circle or bold the courses in which you developed knowledge about the etiology or characteristics of each specific area listed on the form. The form contains the main courses that relate to each clinical area; however, feel free to enter other relevant courses, if appropriate. Then, complete Column D. Check your transcript for the clinic-based courses you have taken. Circle or bold the clinics in which you learned about the etiology or characteristics of the various disorders listed in this section. Complete Column E only if you have participated in extra-curricular activities that addressed knowledge of disorders. Enter the name of the activity, plus the month and year of the activity (e.g., *Short course, FLASHA Convention, 5/05*). (You should be able document your attendance at conventions and workshop if called upon to do so.)

7. **Complete lines 63-98 of the spreadsheet.** This section deals with your ***knowledge of the steps involved in preventing, assessing, and treating speech, language, and swallowing disorders.*** Follow the same procedures that you used for lines 37-61 when completing this section. As with the other sections, you may add other courses you have taken in any cell, if it seems appropriate to do so.
8. **Complete lines 108-116 of the spreadsheet.** This section deals with ***clinical skills*** that you have developed in the area of ***assessment.*** Recall that a *skill* is something that you do or demonstrate in relation to clinical practice. You may have developed some assessment skills within the context of classes (e.g., practicing an oral examination in SPA 5204, learning to use the SALT program for a project in SPA 5404) and others within the context of clinical practice. Some clinical assignments may have resulted in skill development across multiple areas. For example, one of your clients in Applied Fluency Disorders had both fluency and articulation impairments. You assessed both disorders, developing a number of skills in the process. Enter the course information in the appropriate cells to reflect your skill development in both articulation and fluency. Use Column E to note any “extracurricular activities” in which you developed assessment skills (e.g., while completing a hospital practicum, you attended an in-service in which you learned how to conduct a new procedure for a swallow study).
9. **Complete lines 125 – 133 of the spreadsheet.** This section is very similar to lines 108-116, except it deals with ***intervention skills.*** Follow the same general procedures you used to complete the previous section. This time, note where you developed intervention-related skills.
10. **Complete lines 135-138 of the spreadsheet.** This section deals with “***interaction and personal qualities.***” We haven’t listed many courses in Column C for this section, but certainly feel free to add any courses in which you successfully completed oral presentations, mock patient counseling sessions, and the like. Most of these skills, however, were probably developed within the context of clinical courses (see Column D on the spreadsheet). Indeed, the *Evaluation of Clinical Skills* form that we use for all of our Dauer Hall Clinics examines these issues extensively.
11. **That’s it...you’re done (at least for now)!** Please submit your completed form of the file to Dr. Logan as an email attachment by [April 17, 2007](#). Good luck.
12. **What’s next?** We will review this form as part of your exit interview. We will keep a copy of it on file at the department. [You do not need to submit this form to ASHA](#), but please keep a copy of it for your own records.