



## MIDTERM EVALUATION

### Instructions for Completion:

Halfway through the placement, a broad review of progress is required. When completing the Midterm Evaluation, the final evaluation form may be used as a guide. The mid-term evaluation matches the areas described in detail in the final evaluation, but is intended to be a more general assessment of how the placement is going. Goals are set for the remainder of the externship.

The mid-term is divided into three sections:

- A. Baseline Requirements for Professional Practice
- B. Skill Development Evaluation
- C. Clinical Action Plan For Remainder of Externship

**Sections A and B:** Complete the rating scale.

**Grading: If a rating is obtained of “I” or “U” (Section A) or “C” or “U” (Section B) please notify the Clinical Coordinator.**

**Section C:** Create goals for the remainder of the externship.

Together, the Clinical Educator and the student clinician identify goals within specific skill areas, and brainstorm strategies for achieving these goals during the remainder of the placement. Goals may be prioritized.

#### Goals:

1. develop specific areas where weaknesses are identified
2. even out development across the continuum of clinical skills
3. provide steps aimed at developing more advanced clinical skills, where strengths are identified.

Goals may include interpersonal and professional abilities, as well as assessment, treatment, and communication skills. Broader domains for development, such as problem solving and self-evaluation may cross more than one skill area.

#### Strategies:

Strategies are the specific steps that will be most effective in achieving a goal. Strategies are developed collaboratively between clinical educator and student, and specify the role that each person will take.

*Please review the Clinical Action Plan on a weekly basis in order to ensure progress towards goals.*



**SAMPLE**

**C. CLINICAL ACTION PLANS:**

**AREA:** Masking

**GOAL:** The Student Clinician (SC) will develop more self-confidence in the use of masking procedures.

- STRATEGIES:**
1. The SC will review masking procedures from classroom notes and assigned readings.
  2. The SC will independently decide on the need for masking and masking levels.
  3. The SC will review and discuss masking process and finding with Clinical Educator immediately after the test session.

**AREA:** Assessment of rehabilitation needs

**GOAL:** The SC will form a diagnostic/communication profile of the client from interpretation of assessment results.

- STRATEGIES:**
1. The SC will compile all assessment results together in a summary including all information from assessment procedures, client interviews, referral information, and observations.
  2. The SC will interpret all information and determine the relative areas of both strength and limitation for the client.
  4. The SC will review and discuss diagnostic/communication profile communication profile with Clinical Educator.



**AUDIOLOGY  
MIDTERM EVALUATION FORM**

Student's Name: \_\_\_\_\_ Site: \_\_\_\_\_

**A. Baseline Requirements for Professional Practice:**

The following characteristics are basic requirements for success in the workplace. Rate the following five items as **(S)** Satisfactory **(I)** Inconsistent, or **(U)** Unsatisfactory.

- Preparation for all clinical assignments \_\_\_\_\_
- Punctuality \_\_\_\_\_
- Confidentiality \_\_\_\_\_
- Professional appearance \_\_\_\_\_
- Language appropriate to professional setting \_\_\_\_\_

**B. Skill Development Evaluation:**

- Rating key:
- !** = **A particular strength for this student**
  - √** = **Progress as expected**
  - A** = **Progress slow but acceptable**
  - C** = **Progress minimal, and of concern**
  - U** = **Unsatisfactory performance**
  - N/A** = **Insufficient opportunity to evaluate**

**1. Interpersonal and Professional Skills**

- a. Relates to client, client's family \_\_\_\_\_
- b. Interacts with clinical educator, other professionals \_\_\_\_\_
- c. Evaluates own professional knowledge and limits \_\_\_\_\_
- d. Participates as a team member \_\_\_\_\_

**2. Assessment Skills**

- a. Plans and prepares for assessments \_\_\_\_\_
- b. Implements appropriate assessment procedures \_\_\_\_\_
- c. Makes accurate clinical impressions \_\_\_\_\_
- d. Makes appropriate recommendations/referrals \_\_\_\_\_

**3. Amplification and Rehabilitation Skills**

- a. Determines goals and objectives \_\_\_\_\_
- b. Plans and prepares prior to amp./rehab. sessions \_\_\_\_\_
- c. Implements appropriate amp./rehab. procedures \_\_\_\_\_
- d. Forms accurate clinical impressions and adjusts treatment plans accordingly \_\_\_\_\_

**4. Communication Skills**

- Oral communication \_\_\_\_\_
- Written communication \_\_\_\_\_



**C. Clinical Action Plan for the Remainder of the Externship:**

Please identify 3 or 4 specific goals as the focus for clinical skill development for the remainder of the placement. The focus may be; (1) to remediate specific areas of weaknesses, (2) to “even out” clinical skills, (3) to identify advanced steps for excelling students (e.g. clinical skills that are at or above expected levels in all areas).

1. AREA:  
GOAL:  
STRATEGIES:

2. AREA:  
GOAL:  
STRATEGIES:

3. AREA:  
GOAL:  
STRATEGIES:

4. AREA:  
GOAL:  
STRATEGIES:

Clinical Educator(s) Signature(s) \_\_\_\_\_ DATE: \_\_\_\_\_

Student Extern Signature \_\_\_\_\_

**Please return to:**      **Clinical Coordinator**  
                                 **School of Audiology & Speech Sciences**  
                                 **5804 Fairview Ave.**  
                                 **Vancouver, BC V6T 1Z3**  
                                 **FAX (604) 822-6569**