



SCHOOL OF AUDIOLOGY AND SPEECH SCIENCES
Faculty of Medicine
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EVALUATION OF CLINICAL SKILLS IN SPEECH-LANGUAGE PATHOLOGY

This evaluation is a means of charting the development of clinical skills over the course of several externships, as well as a means to measure the level of independence in clinical skills at the end of a placement. Development of clinical skills is based on the development of both *knowledge* (i.e., knowing about disorders and about clinical procedures) and **clinical performance** (i.e., the ability to apply this knowledge effectively). The scale is as follows, **with 7 representing the skills of an entry level clinician**.

Rating Scale:

7=acquired skill; proficient and independent in applying skill; entry level clinician

6=nearly acquired skill; present >75% of time; student arrives at solutions/alternatives following only general discussion with clinical educator

5=developing skill; student arrives at solutions/alternatives following clinical educator's prompting questions; student carries through effectively

4=developing skill; student arrives at solutions/alternatives following clinical educator's prompting questions; student carries through needing additional guidance

3=emerging skill; clinician provides solutions/alternatives; student carries through needing additional guidance

2=emerging skill; clinical educator provides specific direction and demonstration; student carries through needing additional guidance

1=skill not evident; specific direction and demonstration does not alter performance or alters marginally

NA=no or insufficient opportunity to evaluate



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GRADING EXPECTATIONS FOR EACH PLACEMENT

A. Baseline Requirements for Professional Practice

Students are expected to achieve a rating of “**Satisfactory**” for each item in this section. If an “**Inconsistent**” or “**Unsatisfactory**” rating appears on the final evaluation, the student’s grade for the externship will be lowered unless there are extenuating circumstances.

B. Skill Development Evaluation

Externship 1:

An average of all items scored should result in a typical average score of 4

To Pass*, a student must achieve at least an average of 3 with no individual item scores of 1

Externships 2:

An average of all items scored should result in a typical average score of 4 - 5

To Pass*, a student must achieve at least an average of 3.5 with no individual item scores of 1

Externship 3:

An average of all items scored should result in a typical average score of 5

To Pass*, a student must achieve at least an average of 4 with no individual item scores less than 3

Externship 4:

An average of all items scored should result in a typical average score of 6-7

To Pass*, a student must achieve at least an average of 5.3 with no individual item scores less than 4

** a “Pass” is equivalent to a “C+” for Externships 1 to 3 and a B- for Externship 4. Of the 4 major externships, a student may not have more than one “C+” score, and it may not occur in Externship 4. If an externship is failed, the hours accumulated will NOT count toward the student’s total number of clinical hours.*

Instructions for Completion:

1. Base your evaluation on the student's performance during the last 20% of the externship.
2. Complete the form and review with the student a day or two before the end of the externship.
3. Specific skills should be rated only if the student has had adequate opportunity to develop ability in this area.
For example, if the student had two opportunities to complete an assessment, than this section should not be rated.
4. When you have completed the scale and added your comments, please send it to the School.

Tear this sheet off for quick reference



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B. Skill Development Evaluation

1. Interpersonal and Professional Skills:

1. relates comfortably to the client and client's family	NA	1	2	3	4	5	6	7
2. accurately observes and interprets verbal and non-verbal behaviour	NA	1	2	3	4	5	6	7
3. effectively manages behaviour of client and client's family	NA	1	2	3	4	5	6	7
4. is responsive to issues and concerns raised by client and family	NA	1	2	3	4	5	6	7
5. demonstrates flexibility in adjusting to different people/situations	NA	1	2	3	4	5	6	7
6. is open and responsive to direction/suggestions from the clinical educator	NA	1	2	3	4	5	6	7
7. requests assistance from clinical educator and other professionals when appropriate	NA	1	2	3	4	5	6	7
8. presents an appropriately confident manner	NA	1	2	3	4	5	6	7
9. recognizes own strengths and weaknesses and professional limits	NA	1	2	3	4	5	6	7
10. works cooperatively and supportively as a team member	NA	1	2	3	4	5	6	7

Overall Rating of Interpersonal & Professional Skills

NA	1	2	3	4	5	6	7
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This rating should be a reflection of the student's overall ability in this area and not a simple average (i.e. some items may be weighted more heavily than others).



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2. Assessment Skills:

1. applies theoretical knowledge to the assessment process	NA	1	2	3	4	5	6	7
2. gathers relevant case history information	NA	1	2	3	4	5	6	7
3. develops an appropriate assessment plan which includes viable alternatives to planned procedures	NA	1	2	3	4	5	6	7
4. administers and scores tests according to standardized criteria	NA	1	2	3	4	5	6	7
5. is able to make pertinent behavioural observations during assessment	NA	1	2	3	4	5	6	7
6. utilizes non-standardized procedures appropriately	NA	1	2	3	4	5	6	7
7. interprets assessment results and integrates with other relevant information to form an accurate clinical impression	NA	1	2	3	4	5	6	7
8. makes appropriate recommendations and/or referrals	NA	1	2	3	4	5	6	7

Overall Rating of Assessment Skills

This rating should be a reflection of the student's overall ability in this area and not a simple average (i.e. some items may be weighted more heavily than others).

NA	1	2	3	4	5	6	7
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3. Treatment Skills:

1. applies theoretical knowledge to the treatment process	NA	1	2	3	4	5	6	7
2. on basis of assessment determines appropriate long term objectives	NA	1	2	3	4	5	6	7
3. develops appropriate short term goals to meet those objectives	NA	1	2	3	4	5	6	7
4. develops an appropriate session plan to achieve goals	NA	1	2	3	4	5	6	7
5. plans strategies to maintain on-task behaviour	NA	1	2	3	4	5	6	7
6. selects appropriate tasks and stimuli, keeping in mind age level	NA	1	2	3	4	5	6	7
7. gives clear instructions to client	NA	1	2	3	4	5	6	7
8. uses feedback to client which is consistent, discriminating and meaningful	NA	1	2	3	4	5	6	7
9. recognizes when task should be modified	NA	1	2	3	4	5	6	7
10. modifies tasks appropriately when change is indicated	NA	1	2	3	4	5	6	7
11. manages the environment and tasks to maintain client interest	NA	1	2	3	4	5	6	7
12. appropriately and effectively includes significant others in session	NA	1	2	3	4	5	6	7
13. continues to assess client across sessions and adjusts goals and objectives accordingly	NA	1	2	3	4	5	6	7
14. accurately identifies own areas of strength and weakness in the session	NA	1	2	3	4	5	6	7

Overall Impression of treatment skills

NA	1	2	3	4	5	6	7
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This rating should be a reflection of the student's overall ability in this area and not a simple average (i.e. some items may be weighted more heavily than others).



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4. Communication Skills

a. Oral Communication

1. selects pertinent information to convey verbally to client, family and other professionals	NA	1	2	3	4	5	6	7
2. clearly conveys information verbally to clients and family; modifies communication style when necessary	NA	1	2	3	4	5	6	7
3. discriminates when to listen and when to talk	NA	1	2	3	4	5	6	7
4. communicates appropriately with other professionals	NA	1	2	3	4	5	6	7
5. reacts appropriately when conflicting information/viewpoints are presented	NA	1	2	3	4	5	6	7

b. Written Communication

1. conveys pertinent information in written reports that reflect a clear understanding of the client and the disorder and the management plan	NA	1	2	3	4	5	6	7
2. maintains regular and complete client records	NA	1	2	3	4	5	6	7
3. writes in an organized, concise, clear and grammatically correct style	NA	1	2	3	4	5	6	7
4. style; modifies communication style when necessary	NA	1	2	3	4	5	6	7

Overall Impression of communication skills

This rating should be a reflection of the student's overall ability in this area and not a simple average (i.e. some items may be weighted more heavily than others).

NA	1	2	3	4	5	6	7
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Comments:

Clinical Educator Name: _____ **Clinical Educator Name:** _____

Clinical Educator Signature: _____ **Clinical Educator Signature:** _____

Student Clinician's Signature: _____ **Date of Evaluation:** _____