

STUDENT EVALUATION FORM AUDIOLOGY

STUDENT: _____

 SHETLERTED PRACTICUM 2ND YEAR INTERNSHIP 3RD YEAR EXTERNSHIP

CLINICAL EDUCATOR(S): _____

 DATE OF EVALUATION: _____ [MID-TERM FINAL]

EVALUATION OF CLINICAL SKILLS RUBRIC

Score	Description	Student Performance	Clinical Educator Input
A	Acquired Independent skill	Proficient and independent in applying skill	Provides guidance intermittently for more complex situations.
N	Nearly acquired Nearly acquired skill	Applies skill with little or no input from CE. Arrives at solutions and/or alternatives following general discussion with CE; Participates in tasks across a mix of familiar/routine and complex situations.	Provides minimal or occasional assistance
D	Developing Developing skill	Applies skill with some input from CE; Arrives at solutions and/or alternatives with moderate input from CE; Performs well with guidance; Requires some specific direction or modelling; Participates in familiar/routine tasks; is beginning to participate in complex situations.	Provides moderate input and/or prompting
E	Emerging Emerging skill	Applies skill with extensive CE support and guidance; Attempts but frequently requires specific direction or modelling; Participates in familiar/routine tasks but not in complex situations; Relies on CE for solutions and alternatives	Provides all or nearly all solutions and alternatives; Frequently provides specific direction and demonstration
AB	Absent Skill not evident	Performance changes marginally in response to specific direction and demonstration	Provides extensive support and specific direction and demonstration
N/A	Not applicable	Insufficient opportunity to evaluate	Not applicable to clinical setting

PROFESSIONALISM	N/A	AB	E	D	N	A	COMMENT	
PROFESSIONAL BEHAVIOUR								
Is punctual for practicum; notifies CE if unable to attend practicum.								
Professional demeanor maintained with CE, patients, and others in the work environment.								
PROFESSIONALISM IN THE CLINICAL SETTING								
Keeps files, clinical data organized and up to date.								
Complies with privacy practice standards; maintains client confidentiality.								
Is aware of the risk of propagation of infections in audiology.								
CLINICAL EDUCATION AND PROFESSIONALISM								
Can effectively translate academic knowledge into practice.								
Appropriately asks the clinical educator questions.								
PROFESSIONALISM ISSUES AND CONCEPTS								
Respects, knows, understands, and applies the code of ethics of the profession.								
Maintains appropriate relationships and professional boundaries with patients/clients.								
Develops relationships with caregivers and translators/interpreters that support the needs of the client.								
Recognizes the potential impact of cultural differences in meeting patient/client needs.								

AUDIOLOGICAL EXPERTISE	N/A	AB	E	D	N	A	COMMENT	
CORE KNOWLEDGE								
Demonstrates understanding of sensorineural, mixed, and conductive hearing loss.								
DIAGNOSTICS								
Completes otoscopy, immittance, speech testing, air/bone threshold testing.								
Appropriately completes and interprets audiometric masking measures.								
Appropriately completes and interprets measures for behavioural pediatric assessment.								
Appropriately completes and interprets behavioural tests of central auditory function.								
Effectively administers physiological test procedures (e.g., otoacoustic emissions, evoked potentials.)								
Appropriately completes and interprets measures of vestibular function.								
Completes effective and appropriate otoscopic examination.								
Executes and interprets acoustic immittance battery effectively and accurately.								
Demonstrates excellence with pure-tone threshold testing (air and bone-conduction.)								
Completes measures of speech audiometry efficiently; demonstrates understanding of clinical implications.								

AUDIOLOGICAL EXPERTISE	N/A	AB	E	D	N	A	COMMENT
PATIENT MANAGEMENT							
Makes appropriate recommendations/referrals.							
Understands the connections between evaluation results and recommendations for intervention.							
Considers audiological and non-audiological factors in deciding on management options.							
Makes preventative recommendations to patients, families, and other professionals.							
AURAL REHABILITATION							
Makes appropriate selection of aural rehab options (hearing aids, ALDs, CI, implantable devices, etc.)							
Recommends communication strategies, environmental modifications, speech-reading information, etc.							
Executes accurate earmold impressions efficiently.							
Provides effective counseling on amplification issues.							
Communicates effectively/assists in the management of tinnitus.							
CLINICAL JUDGEMENT							
Reviews patient file and pertinent information effectively and appropriately.							
Formulates appropriate conclusions regarding the site of lesion.							
Demonstrates effective problem-solving skills and judgement.							
Effectively integrates and interprets assessment results.							
TECHNOLOGY							
Has the necessary skills and knowledge-level required to use the technological tools available in the clinic.							
Completes hearing aid fittings efficiently and appropriately.							
Uses appropriate tools effectively to evaluate/verify the benefits of amplification.							
Demonstrates effective application of hearing instrument software.							
Troubleshoots and/or makes effective modifications to hearing instrument systems when required.							

COMMUNICATION	N/A	AB	E	D	N	A	COMMENT
PATIENT/CLIENT RAPPORT							
Provides clear instructions; adapts instructions based on client/patient limitations.							
Adapts to the needs and concerns of the client/family.							
Shows interest and an empathetic attitude to patients and families.							
Observes for signs of comprehension from patients/families.							
COMMUNICATION AND EMOTION							
Conveys a communication style that acknowledges a patient's emotional state and needs.							
Shows signs of empathy, compassion, trustworthiness to patients/families.							

COMMUNICATION	N/A	AB	E	D	N	A	COMMENT	
LISTENING/OBSERVING								
Shows effective use of verbal and non-verbal communication.								
Is aware of, observes, and responds appropriately to patients' nonverbal cues.								
USE OF LANGUAGE								
Adjusts the level of language and verifies comprehension.								
INTERVIEWING AND COUNSELLING								
Effectively elicits appropriate case history information that is relevant and accurate.								
Produces appropriate documentation for case history information.								
Communicates diagnostic information effectively.								
Employs approaches that encourage participation in decision-making.								
REPORT WRITING								
Writes reports that are appropriate to the referral source/reader.								
Makes and clearly states appropriate recommendations in reports.								

COLLABORATION	N/A	AB	E	D	N	A	COMMENT	
COLLABORATION AND PROFESSIONAL ISSUES								
Understands and can explain his/her role as an audiologist.								
INTERPROFESSIONAL COLLABORATION								
Participates effectively within an inter-professional healthcare team dynamic.								
Reports relevant information effectively to other professionals.								
Solicits the collaboration of other professionals, if required.								
Communicates appropriate information to other professionals regarding hearing loss and its implications.								
COLLABORATION AND CLINICAL EDUCATION								
Shows initiative in learning about current practicum placement.								
Effectively implements feedback from clinical educator into clinical practice.								
Accepts feedback without being defensive.								
Seeks out assistance and guidance from clinical educator when appropriate.								
Works independently when appropriate.								
WORKPLACE COLLABORATION								
Demonstrates a respectful, productive attitude towards colleagues and staff.								
Applies collaborative strategies and negotiation techniques to resolve conflicts.								

MANAGEMENT	N/A	AB	E	D	N	A	COMMENT
MANAGEMENT							
Expresses some knowledge of the structure of the healthcare system as it relates to audiology.							
Shows some understanding of, and an interest in, caseload management issues.							
TIME AND BEHAVIOUR MANAGEMENT							
Considers time-management issues within the setting, making progress in becoming efficient in this regard.							
Effectively facilitates a structured clinical encounter.							
Effectively divides time between providing care and performing required administrative tasks.							
Interacts effectively with children (effective behaviour shaping and reinforcement techniques used).							
Adapts to the patient/client during the evaluation process.							
Adopt effective behaviour management techniques with adults when appropriate.							

LIFELONG LEARNING AND ADVOCACY	N/A	AB	E	D	N	A	COMMENT
AUDIOLOGIST AS LIFELONG LEARNER AND ADVOCATE							
Asks effective learning questions.							
Identifies gaps in their own knowledge base.							
Shows initiative by finding necessary information independently.							
Identifies how individual patients can sometimes be in a vulnerable position and responds appropriately.							
Communicates information related to the promotion of general hearing health, hearing loss prevention, etc.							
Assists the patient/client to understand different recommendations and access available resources.							
Identifies situations where the profession of audiology might be the best entry point to healthcare.							

Student Evaluation Form [Mason; Dalhousie University, 2017]

References

- "A Framework for the Development of Competency-Based Assessment Tools." Canadian Alliance of Audiology and Speech-Language Pathology Regulators, 2011.
- "Profile of Essential Competencies of Audiologists in Canada." The Canadian Interorganizational Steering Group, 2008.
- "The CanMEDS 2005 Physician Competency Framework." The Royal College of Physicians and Surgeons of Canada, 2005.
- "Assessing and Certifying Clinical Competency." CASLPA-ACOA, 2004.
- "Committee on Professionalism Report." Dalhousie University Faculty of Health, 2004.
- "Frame of Reference for the Evaluation of the Student's Competencies." Université de Montréal École d'orthophonie et d'audiologie.
- "Audiology Student Evaluation Forms: Externship/Internship Clinical Placements." Dalhousie University School of Communication Sciences and Disorders.

SUMMARY NOTES

STRENGTHS:

AREAS FOR IMPROVEMENT/ SKILLS TO WORK ON:

NAMES/SIGNATURES:

CLINICAL EDUCATOR(S):

STUDENT:

DATE:
