

## AUDIOLOGY STUDENT EVALUATION FORM

STUDENT: \_\_\_\_\_

2<sup>ND</sup> YEAR INTERNSHIP       3<sup>RD</sup> YEAR EXTERNSHIP

CLINICAL EDUCATOR(S): \_\_\_\_\_

DATE OF EVALUATION: \_\_\_\_\_ [ MID-TERM       FINAL  ]

### EVALUATION OF CLINICAL SKILLS RUBRIC

| Score      | Description                              | Student Performance   | Clinical Educator Input   |
|------------|--|---|---|
| <b>A</b>   | Acquired<br>Independent skill            | - Proficient and independent in applying skill  | - No clinical educator input required   |
| <b>N</b>   | Nearly acquired<br>Nearly acquired skill | - Applies skill with little or no input from CE<br>- Arrives at solutions and/or alternatives following general discussion with CE  | - Provides minimal or occasional assistance   |
| <b>D</b>   | Developing<br>Developing skill           | - Applies skill with some input from CE<br>- Arrives at solutions and/or alternatives with moderate input from CE<br>- Performs well with guidance<br>- Requires some specific direction or modelling | - Provides moderate input and/or prompting  |
| <b>E</b>   | Emerging<br>Emerging skill               | - Applies skill with extensive CE support and guidance<br>- Attempts but frequently requires specific direction or modelling<br>- Relies on CE for solutions and alternatives                         | - Provides all or nearly all solutions and alternatives<br>- Frequently provides specific direction and demonstration |
| <b>AB</b>  | Absent<br>Skill not evident              | - Performance changes marginally in response to specific direction and demonstration  | - Provides extensive support and specific direction and demonstration   |
| <b>N/A</b> | Not applicable                           | - Insufficient opportunity to evaluate  | - Not applicable to clinical setting  |

| PROFESSIONALISM   | N/A | AB | E | D | N | A | COMMENT |  |
|---|-----|----|---|---|---|---|---------|--|
| <b>PROFESSIONAL BEHAVIOUR</b>   |     |    |   |   |   |   |         |  |
| Is punctual for practicum; notifies CE if unable to attend practicum.                                     |     |    |   |   |   |   |         |  |
| Professional demeanor maintained with CE, patients, and others in the work environment.                   |     |    |   |   |   |   |         |  |
| <b>PROFESSIONALISM IN THE CLINICAL SETTING</b>  |     |    |   |   |   |   |         |  |
| 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.   |     |    |   |   |   |   |         |  |
| <b>CLINICAL EDUCATION AND PROFESSIONALISM</b>   |     |    |   |   |   |   |         |  |
| Is able to effectively translate academic knowledge into practice.  |     |    |   |   |   |   |         |  |
| Appropriately asks the clinical educator questions.   |     |    |   |   |   |   |         |  |
| <b>PROFESSIONALISM ISSUES AND CONCEPTS</b>  |     |    |   |   |   |   |         |  |
| 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 |  |
|---|-----|----|---|---|---|---|---------|--|
| <b>CORE KNOWLEDGE</b>   |     |    |   |   |   |   |         |  |
| Demonstrates understanding of sensorineural, mixed, and conductive hearing loss.                          |     |    |   |   |   |   |         |  |
| <b>DIAGNOSTICS</b>  |     |    |   |   |   |   |         |  |
| 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 |  |
|---|-----|----|---|---|---|---|---------|--|
| <b>PATIENT MANAGEMENT</b>   |     |    |   |   |   |   |         |  |
| 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.                            |     |    |   |   |   |   |         |  |
| <b>AURAL REHABILITATION</b>   |     |    |   |   |   |   |         |  |
| 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.   |     |    |   |   |   |   |         |  |
| <b>CLINICAL JUDGEMENT</b>   |     |    |   |   |   |   |         |  |
| 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.   |     |    |   |   |   |   |         |  |
| <b>TECHNOLOGY</b>   |     |    |   |   |   |   |         |  |
| 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 in order 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 |  |
|--|-----|----|---|---|---|---|---------|--|
| <b>PATIENT/CLIENT RAPPORT</b>  |     |    |   |   |   |   |         |  |
| Provides clear instructions; adapts instructions based on client/patient limitations.  |     |    |   |   |   |   |         |  |
| Adapts to the needs and concerns of the client/family.                                 |     |    |   |   |   |   |         |  |
| Shows interest and empathetic attitude to patients and families.                       |     |    |   |   |   |   |         |  |
| Observes for signs of comprehension from patients/families.                            |     |    |   |   |   |   |         |  |
| <b>COMMUNICATION AND EMOTION</b>   |     |    |   |   |   |   |         |  |
| 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 |  |
|---|-----|----|---|---|---|---|---------|--|
| <b>LISTENING/OBSERVING</b>  |     |    |   |   |   |   |         |  |
| Shows effective use of verbal and non-verbal communication.                             |     |    |   |   |   |   |         |  |
| Is aware of, observes, and responds appropriately to patients' nonverbal cues.          |     |    |   |   |   |   |         |  |
| <b>USE OF LANGUAGE</b>  |     |    |   |   |   |   |         |  |
| Adjusts level of language and verifies comprehension.                                   |     |    |   |   |   |   |         |  |
| <b>INTERVIEWING AND COUNSELLING</b>   |     |    |   |   |   |   |         |  |
| 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.                     |     |    |   |   |   |   |         |  |
| <b>REPORT WRITING</b>   |     |    |   |   |   |   |         |  |
| Writes reports that are appropriate to the referral source/likely reader.               |     |    |   |   |   |   |         |  |
| Makes and clearly states appropriate recommendations in reports.                        |     |    |   |   |   |   |         |  |

| COLLABORATION  | N/A | AB | E | D | N | A | COMMENT |  |
|--|-----|----|---|---|---|---|---------|--|
| <b>COLLABORATION AND PROFESSIONAL ISSUES</b>   |     |    |   |   |   |   |         |  |
| Understands and can explain his/her role as an audiologist.  |     |    |   |   |   |   |         |  |
| <b>INTERPROFESSIONAL COLLABORATION</b>   |     |    |   |   |   |   |         |  |
| 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. |     |    |   |   |   |   |         |  |
| <b>COLLABORATION AND CLINICAL EDUCATION</b>  |     |    |   |   |   |   |         |  |
| 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.  |     |    |   |   |   |   |         |  |
| <b>WORKPLACE COLLABORATION</b>   |     |    |   |   |   |   |         |  |
| 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 |  |
|--|-----|----|---|---|---|---|---------|--|
| <b>MANAGEMENT</b>  |     |    |   |   |   |   |         |  |
| 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.                               |     |    |   |   |   |   |         |  |
| <b>TIME AND BEHAVIOUR MANAGEMENT</b>   |     |    |   |   |   |   |         |  |
| 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.  |     |    |   |   |   |   |         |  |
| Adopts effective behaviour management techniques with adults when appropriate.                             |     |    |   |   |   |   |         |  |

| LIFELONG LEARNING AND ADVOCACY   | N/A | AB | E | D | N | A | COMMENT |
|--|-----|----|---|---|---|---|---------|
| <b>AUDIOLOGIST AS LIFELONG LEARNER AND ADVOCATE</b>  |     |    |   |   |   |   |         |
| 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 TO WORK ON:

GENERAL COMMENTS:

NAMES/SIGNATURES:

CLINICAL EDUCATOR(S):

---

---

STUDENT:

---

DATE:

---