

STUDENT EVALUATION FORM – FALL & WINTER PRACTICUM SPEECH-LANGUAGE PATHOLOGY

Student: _____ Clinical Educator(s): _____

Practicum Site(s): _____ Dates of Practicum Period: _____

Practicum Level: Fall Practicum (Practicum I Fall II) Winter Practicum (Practicum II Winter II)

Population(s)	Setting(s)	Service(s)	Clinical Area(s)
<input type="checkbox"/> Adult <input type="checkbox"/> Preschool <input type="checkbox"/> School Age	<input type="checkbox"/> Hospital <input type="checkbox"/> Clinic <input type="checkbox"/> School <input type="checkbox"/> Long-Term Care Facility <input type="checkbox"/> Private Practice <input type="checkbox"/> Childcare Centre <input type="checkbox"/> Community Centre <input type="checkbox"/> Client Home	<input type="checkbox"/> Acute Care <input type="checkbox"/> Rehabilitation <input type="checkbox"/> In-patients <input type="checkbox"/> Out-patients <input type="checkbox"/> Individual therapy <input type="checkbox"/> Group therapy <input type="checkbox"/> Consultation <input type="checkbox"/> Parent/caregiver coaching <input type="checkbox"/> Parent program/ workshop <input type="checkbox"/> Other: _____	<input type="checkbox"/> Developmental Language <input type="checkbox"/> Acquired Language <input type="checkbox"/> Articulation/Phonology <input type="checkbox"/> Literacy/Pre-Literacy <input type="checkbox"/> Social Communication <input type="checkbox"/> Fluency <input type="checkbox"/> Voice <input type="checkbox"/> Resonance <input type="checkbox"/> AAC <input type="checkbox"/> Motor Speech <input type="checkbox"/> Dysphagia/Feeding <input type="checkbox"/> Other: _____

EVALUATION OF CLINICAL SKILLS RUBRIC

Score	Description	Student Performance	Clinical Educator Input
N/A	Not applicable	Insufficient opportunity to evaluate	Not applicable to clinical setting
AB	Absent Skill not evident	Performance changes marginally in response to specific direction and demonstration	Provides extensive support and specific direction and demonstration
E	Emerging Emerging skill	Applies skill with extensive CE support and guidance; attempts but frequently requires specific direction or modelling; relies on CE for solutions and alternatives. Participates in familiar/routine tasks; does not participate in complex situations.	Provides all or nearly all solutions and alternatives; frequently provides specific direction and demonstration
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
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
A	Acquired Independent skill	Proficient and independent in applying skill the majority of the time.	Provides guidance intermittently for more complex situations.

Interpersonal & Communication Skills Fall Practicum = More than half of all ratings are <i>developing</i> or higher Winter Practicum = More than half of all ratings are <i>nearly acquired</i> or higher	N/A	AB	E	D	N	A	Comments
Is articulate and communicative with clients, family members, and other professionals.							
Listens courteously and in a patient manner with clients, family members, clinical educator, and other professionals.							
Builds rapport with clinical educator, clients, families, and other professionals.							
Treats clients and their families with warmth and understanding.							
Adjusts communication to suit recipient (e.g., child client vs. adult client, peer vs. professional).							
Provides clear instructions; adapts instructions based on client and/or family limitations.							
Interacts with others using socially appropriate verbal and non-verbal communication.							
Is aware of, observes, and responds appropriately to clients' non-verbal cues.							

Practical Knowledge & Clinical Reasoning Skills Fall Practicum = More than half of all ratings are <i>emerging</i> or higher Winter Practicum = More than half of all ratings are <i>developing</i> or higher	N/A	AB	E	D	N	A	Comments
Is able to effectively translate academic knowledge into practice.							
Demonstrates knowledge and appropriate use of terminology.							
Takes initiative to direct own learning.							
Asks effective learning questions.							
Reads and comprehends materials that have been recommended by the clinical educator.							
Draws accurate post-session conclusions about client performance and overall success.							
Is able to self-evaluate, identifying strengths and weaknesses in own performance and skills.							
Demonstrates problem solving and clinical reasoning skills.							
Following observation demonstrates an understanding of the technique used by the clinical educator when interviewing, assessing, treating, or counseling clients and their families.							
Demonstrates awareness of the clinical environment and its impact upon sessions/clients.							

Professionalism Fall Practicum = More than half of all ratings are <i>developing</i> or higher Winter Practicum = More than half of all ratings are <i>nearly acquired</i> or higher	N/A	AB	E	D	N	A	Comments
Is punctual for practicum and all related activities; notifies clinical educator if unable to attend practicum.							
Projects professional image, demeanour, and appearance in all situations.							
Demonstrates responsible conduct – abiding by Codes of Ethics and facility policies and procedures.							
Complies with privacy practice standards; maintains client confidentiality.							
Follows infection control procedures.							
Recognizes the potential impact of cultural differences in meeting clients' needs.							
Positively and actively participates in the clinical and supervisory process.							
Demonstrates emotional stability in response to constructive criticism.							
Responds appropriately and promptly to feedback and implements recommended changes.							
Shows enthusiasm and interest in clinical activities.							
Recognizes need to seek help and advice from clinical educator.							
Demonstrates a willingness to attempt novel or less familiar clinical activities.							

Administrative & Technical Skills Fall Practicum = More than half of all ratings are <i>emerging</i> or higher Winter Practicum = More than half of all ratings are <i>developing</i> or higher	N/A	AB	E	D	N	A	Comments
Hands in plans and reports on time.							
Writes in an organized, concise, clear, and grammatically correct style.							
Write reports, chart notes, and/or treatment plans that include all pertinent information.							
Demonstrates a consistent approach for accurate data collection.							

Clinical Skills: Identification/Assessment Fall Practicum = More than half of all ratings are <i>emerging</i> or higher Winter Practicum = More than half of all ratings are <i>developing</i> or higher	N/A	AB	E	D	N	A	Comments
Reviews referral and/or pertinent client information, takes a basic case history, and expands upon a client's responses if necessary.							
Familiarizes self with test administration procedures.							
Administers and scores informal and formal assessment tools.							
Completes test forms as warranted.							
Draws accurate conclusions about the communication abilities of clients based on formal and informal observations.							
Employs interview and counselling techniques (e.g., obtains case history information, counsels family re: at-home practice, etc.).							

Clinical Skills: Intervention/Treatment Fall Practicum = More than half of all ratings are <i>emerging</i> or higher Winter Practicum = More than half of all ratings are <i>developing</i> or higher	N/A	AB	E	D	N	A	Comments
Demonstrates an understanding of the relationship between short- and long-term goals.							
Generates short- and long-term goals and appropriate sub- and super-steps based on assessment and/or session analysis.							
Plans and conducts treatment sessions (individual and/or group therapy).							
Uses appropriate treatment techniques, activities, and materials within treatment sessions.							
Is able to differentiate between correct vs. incorrect responses.							
Demonstrates an understanding of behaviour management techniques and attempts to implement them.							
Displays flexibility and adaptability within treatment sessions.							

Collaboration Skills Fall Practicum = More than half of all ratings are <i>developing</i> or higher Winter Practicum = More than half of all ratings are <i>nearly acquired</i> or higher	N/A	AB	E	D	N	A	Comments
Effectively collaborates and shares responsibilities with reciprocal peer learner(s).							
Communicates with clients, families, and other professionals in a collaborative, responsive, and responsible manner.							

Please note: In addition to the clinical competency expectations listed in each section above, assignment of *absent* ratings for any skills would indicate unsatisfactory performance in the fall or winter practicum placement. Please see the *Practicum Descriptions, Objectives, and Expectations* section (pg. 5-7), the *Student Clinical Competencies – Fall or Winter Practicum* documents (Appendix B-6 or B-7), and the *Difficulties with Student Performance in Practicum* section (pg. 20) in the *Clinical Practicum Handbook for Speech-Language Pathology* for further information about clinical competency expectations. Clinical educators are encouraged to use 'n/a' if there was insufficient or no opportunity to develop or assess a specific skill.

Strengths:

Areas for Improvement/Skills to Work On:

Objectives/Goals for Next Practicum Placement:

Signatures: _____

Clinical Educator

S-LP Student

Date: _____