

STUDENT CLINICAL COMPETENCIES EXTERNSHIP – PRACTICUM IV WINTER III

Interpersonal & Communication Skills

1. Is articulate and communicative with clients, family members, and other professionals.
2. Listens courteously and in a patient manner with clients, family members, clinical educator, and professionals.
3. Builds rapport with clinical educator, clients, families, and other professionals.
4. Treats clients and their families with warmth and understanding.
5. Adjusts communication to suit recipient (e.g., child client vs. adult client, peer vs. professional).
6. Avoids or defines jargon in communication (spoken or written) with client, family members, and other professionals.
7. Adapts to the needs and concerns of the client and/or family.
8. Provides clear instructions; adapts instructions based on client and/or family limitations.
9. Interacts with others using socially appropriate verbal and non-verbal communication.
10. Is aware of, observes, and responds appropriately to clients' non-verbal cues.

Practical Knowledge & Clinical Reasoning Skills

1. Is able to effectively translate academic knowledge into practice.
2. Demonstrates knowledge and appropriate use of terminology.
3. Takes initiative to direct own learning; asks effective learning questions.
4. Reads and comprehends materials that have been recommended by the clinical educator.
5. Independently draws accurate post-session conclusions about client performance and overall success.
6. Is able to self-evaluate, identifying strengths and weaknesses in own performance and skills.
7. Demonstrates the ability to make effective clinical judgments (e.g., clinical reasoning).
8. Incorporates and synthesizes feedback across clients, cases, and/or contexts.
9. Demonstrates problem-solving skills and is able to implement solutions.
10. Is able to evaluate the effectiveness of solutions and outcomes.
11. Recognizes environmental, behavioural, and emotional factors that may impact clinical practice.

Professionalism

1. Is punctual for practicum and all related activities; notifies clinical educator if unable to attend practicum.
2. Projects professional image, demeanour, and appearance in all situations.
3. Demonstrates responsible conduct, complies with privacy practice standards, and maintains client confidentiality.
4. Follows infection control procedures.
5. Maintains appropriate relationships and professional boundaries with clients and their families.
6. Recognizes the potential impact of cultural differences in meeting clients' needs.
7. Positively and actively participates in the clinical and supervisory process.
8. Demonstrates emotional stability in response to constructive criticism.
9. Responds appropriately and promptly to feedback and implements recommended changes.
10. Shows enthusiasm and interest in clinical activities.
11. Recognizes need to seek help and advice from clinical educator and readily does so.
12. Attempts novel or less familiar clinical activities.

Administrative & Technical Skills

1. Uses session time effectively.
2. Manages daily tasks.
3. Hands in plans and reports on time.
4. Writes in an organized, concise, clear, and grammatically correct style.
5. Writes reports, chart notes, and/or treatment plans that include all pertinent information.
6. Demonstrates a consistent approach for accurate data collection.
7. Demonstrates an awareness of administrative/facility procedures and follows through (i.e., filing, forms).

Clinical Skills: Identification/Assessment

1. Collects and analyzes pertinent information prior to assessment, including case history, reports, and client/family perspectives.
2. Develops appropriate assessment plans to evaluate all pertinent areas and conducts assessments in accordance with plans.
3. Selects appropriate diagnostic tools.
4. Employs appropriate interview and counselling techniques and accurately self-evaluates skills.
5. Is familiar with test administration procedures and conducts test according to standardization criterion.
6. Interprets formal and informal evaluation results and formulates realistic prognosis.
7. Clearly communicates results of assessment to clinical educator, client, family members, and/or professionals.
8. Formulates goals, recommendations, and referrals based on integration and interpretation of all assessment information.

Clinical Skills: Intervention/Treatment

1. Develops treatment plans that meet client/family goals and needs.
2. Carries through treatment plan effectively; demonstrates flexibility.
3. Uses appropriate treatment techniques, activities, and materials within treatment sessions.
4. Utilizes a variety of treatment techniques; demonstrates creativity.
5. Independently develops short- and long-term goals that are specific, measurable, functional, and realistic.
6. Independently formulates short- and long-term goals that consider current research, clinical expertise, and the client/family perspective.
7. Prioritizes goals considering both assessment results and priorities of the client/family.
8. Considers barriers to intervention and proposes possible solutions.
9. Selects and implements the most appropriate service delivery model for the client, with client/family input.
10. Has procedures, materials, equipment, and room prepared in advance; adapts physical environment to facilitate intervention.
11. Gives explanations directly, clearly, and concisely.
12. Applies meaningful, consistent, and effective reinforcement and feedback.
13. Provides effective cues and models.
14. Implements appropriate behaviour management techniques.
15. Demonstrates consistent, valid approach to data collection; collects and records appropriate data.
16. Analyzes each session in terms of response rate and response accuracy rate.
17. Monitors, adapts or redesigns intervention plans.
18. Draws accurate post-session conclusions about ongoing performance of the client.
19. Effectively coaches and supports parent/caregiver/professional in implementing therapy goals.
20. Plans and delivers prevention and education programs/workshops related to communication and/or swallowing.
21. Independently plans and conducts therapy sessions for clients.

Interprofessional Collaboration Skills

1. Communicates with clients, families, and team members in a collaborative, responsive, and responsible manner.
2. Obtains, incorporates, and respects the input of the client, family, and community.
3. Understands their own role, as well as the role of other professionals, and uses this knowledge appropriately.
4. Understands the principles of teamwork and engages in effective interprofessional team collaboration.
5. Works with client/family/team to formulate, implement, and evaluate services to enhance client outcomes.
6. Actively engages self and client/family/team to deal effectively with interprofessional conflict.
7. Effectively collaborates with supportive personnel in clinical setting.

More specifically, externship students are expected to achieve the following clinical competency ratings in each section of the final *Student Evaluation Form – Internship & Externship Practicum* (Appendix B-11 of the Clinical Practicum Handbook):

- Interpersonal & Communication Skills = More than half of all ratings are *acquired*
- Practical Knowledge & Clinical Reasoning Skills = More than half of all ratings are *acquired*
- Professionalism = More than half of all ratings are *acquired*

- Administrative & Technical Skills = More than half of all ratings are *acquired*
- Clinical Skills: Identification/Assessment = More than half of all ratings are *acquired*
- Clinical Skills: Intervention/Treatment = More than half of all ratings are *acquired*
- Interprofessional Collaboration Skills = More than half of all ratings are *acquired*

In addition, assignment of *absent* or *emerging* ratings for any skills and/or *developing* ratings for any skills in which the student had the opportunity for routine practice (i.e., multiple or consistent opportunities to practice a skill within the placement) would indicate unsatisfactory performance in the externship placement. Clinical educators are encouraged to use 'n/a' if there was insufficient or no opportunity to develop or assess a specific skill.