

**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<br><input type="checkbox"/> Preschool<br><input type="checkbox"/> School Age | <input type="checkbox"/> Hospital<br><input type="checkbox"/> Clinic<br><input type="checkbox"/> School<br><input type="checkbox"/> Long-Term Care Facility<br><input type="checkbox"/> Private Practice<br><input type="checkbox"/> Childcare Centre<br><input type="checkbox"/> Community Centre<br><input type="checkbox"/> Client Home | <input type="checkbox"/> Acute Care<br><input type="checkbox"/> Rehabilitation<br><input type="checkbox"/> In-patients<br><input type="checkbox"/> Out-patients<br><input type="checkbox"/> Individual therapy<br><input type="checkbox"/> Group therapy<br><input type="checkbox"/> Consultation<br><input type="checkbox"/> Parent/caregiver coaching<br><input type="checkbox"/> Parent program/ workshop<br><input type="checkbox"/> Other: _____ | <input type="checkbox"/> Developmental Language<br><input type="checkbox"/> Acquired Language<br><input type="checkbox"/> Articulation/Phonology<br><input type="checkbox"/> Literacy/Pre-Literacy<br><input type="checkbox"/> Social Communication<br><input type="checkbox"/> Fluency<br><input type="checkbox"/> Voice<br><input type="checkbox"/> Resonance<br><input type="checkbox"/> AAC<br><input type="checkbox"/> Motor Speech<br><input type="checkbox"/> Dysphagia/Feeding<br><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                     | 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 | 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  | Provides minimal or occasional assistance   |
| A                                    | Acquired Independent skill            | Proficient and independent in applying skill  | No clinical educator input required   |

| Interpersonal & Communication Skills  | 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   | N/A | AB | E | D | N | A | Comments |
|---|-----|----|---|---|---|---|----------|
| With guidance, 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, with guidance from clinical educator. |     |    |   |   |   |   |          |
| Is able to self-evaluate, identifying strengths and weaknesses in own performance and skills.                               |     |    |   |   |   |   |          |
| Demonstrates evidence of emerging problem solving and clinical reasoning skills.  |     |    |   |   |   |   |          |

| Professionalism   | 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 SAC Code 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 (with support as needed).    |     |    |   |   |   |   |          |
| 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  | 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.   |     |    |   |   |   |   |          |
| Following a detailed model, write reports, chart notes, and/or treatment plans that include all pertinent information. |     |    |   |   |   |   |          |
| With support, demonstrates a consistent approach for accurate data collection.   |     |    |   |   |   |   |          |

| Clinical Skills: Identification/Assessment  | N/A | AB | E | D | N | A | Comments |
|---|-----|----|---|---|---|---|----------|
| Reviews referral and/or pertinent client information.   |     |    |   |   |   |   |          |
| Familiarizes self with test administration procedures.  |     |    |   |   |   |   |          |
| Administers and scores informal and formal assessment tools.  |     |    |   |   |   |   |          |
| With assistance, draws accurate conclusions about the communication abilities of clients based on formal and informal observations.             |     |    |   |   |   |   |          |
| Employs interview and counselling techniques with support (e.g., obtains case history information, counsels family re: at-home practice, etc.). |     |    |   |   |   |   |          |
| Performs an oral mechanism examination and is able to recognize the relationship between anatomy and function.                                  |     |    |   |   |   |   |          |
| Performs a hearing screening and draws appropriate conclusions about referral.  |     |    |   |   |   |   |          |

| Clinical Skills: Intervention/Treatment   | N/A | AB | E | D | N | A | Comments |
|---|-----|----|---|---|---|---|----------|
| Demonstrates an understanding of the relationship between short- and long-term goals.   |     |    |   |   |   |   |          |
| With assistance, generates short- and long-term goals and appropriate sub- and super-steps based on assessment and/or session analysis. |     |    |   |   |   |   |          |
| Independently plans and conducts two or more treatment sessions (individual and/or group therapy) by the end of the placement.          |     |    |   |   |   |   |          |
| With assistance, 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, with guidance, attempts to implement them.                        |     |    |   |   |   |   |          |
| Displays flexibility and adaptability within treatment sessions.  |     |    |   |   |   |   |          |

| Collaboration Skills   | 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. |     |    |   |   |   |   |          |

Strengths:

Areas for Improvement/Skills to Work On:

Objectives/Goals for Next Practicum Placement:

Signatures:

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Clinical Educator

S-LP Student

Date:

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