

## STUDENT EVALUATION FORM – INTERNSHIP & EXTERNSHIP SPEECH-LANGUAGE PATHOLOGY

Student:

Clinical Educator(s):

Practicum Site(s):

Dates of Practicum Period:

Practicum:

☐ Internship ☐ Externship

Evaluation:

☐ Mid-term

☐ Final

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	Provides guidance intermittently for more complex situations

Interpersonal & Communication Skills	N/A	AB	E	D	N	A	Comments
Is articulate and communicative with clients, family, and other professionals.							
Listens courteously and in a patient manner with clients, families, clinical educators, 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).							
Avoids or defines jargon in communication (spoken or written) with client, family members, and other professionals.							
Adapts to the needs and concerns of the client and/or family.							
Provides clear instructions; adapts instructions based on client and/or family limitations.							
Interacts with others using socially appropriate non-verbal and 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
Is able to effectively translate academic knowledge into practice.							
Demonstrates knowledge and use of appropriate terminology.							
Takes initiative to direct own learning.							
Asks effective learning questions.							
Reads and comprehends materials 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 the ability to make effective clinical judgments (i.e., clinical reasoning).							
Incorporates and synthesizes feedback across clients, cases, and/or contexts.							
Demonstrates problem solving skills and the ability to independently implement solutions.							

Is able to independently evaluate the effectiveness of solutions and outcomes.						
Recognizes environmental, behavioural, and emotional factors that may impact clinical practice.						

Professionalism	N/A	AB	E	D	N	A	Comments
Is punctual for practicum and all related activities; notifies CE if unable to attend practicum.							
Presents professional image, demeanour and appearance in the work environment.							
Demonstrates professional responsibility and conduct – abiding by Codes of Ethics and facility policies and procedures.							
Complies with privacy practice standards; maintains client confidentiality.							
Follows infection control procedures.							
Maintains appropriate relationships and professional boundaries with clients and their families.							
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.							
Reads and comprehends materials that have been recommended by the clinical educator.							
Recognizes need to seek help and advice from clinical educator.							
Daily performance elicits level of trust to allow greater independence in clinical situations.							

Administrative & Technical Skills	N/A	AB	E	D	N	A	Comments
Uses session time effectively.							
Manages daily tasks.							
Hands in plans and reports on time.							

Writes in an organized, concise, clear, and grammatically correct style.						
Writes reports, chart notes, and/or treatment plans that include all pertinent information.						
Demonstrates awareness of administrative and facility procedures (e.g., filing, use of appropriate forms, etc.).						

Clinical Skills: Identification/Assessment	N/A	AB	E	D	N	A	Comments
Collects and analyzes pertinent information prior to assessment, including case history, reports, and client/family perspectives.							
Develops appropriate assessment plans to evaluate all pertinent areas of communication and/or swallowing.							
Selects appropriate diagnostic tools.							
Conducts assessments in accordance with plans.							
Employs appropriate interview and counselling techniques within assessment sessions.							
Is familiar with test administration procedures and conducts test according to standardization criterion.							
Skillfully interprets formal and informal evaluation results and formulates realistic prognosis.							
Clearly communicates results of assessment to clinical educator, client, family members, and/or other professionals.							
Formulates goals, recommendations, and referrals based on integration and interpretation of all assessment information.							

Clinical Skills: Intervention/Treatment	N/A	AB	E	D	N	A	Comments
Develops treatment plans that meet client/family goals and needs.							
Carries through treatment plan effectively; demonstrates flexibility.							
Uses appropriate treatment techniques, activities, and materials within treatment sessions.							
Utilizes a variety of treatment techniques; demonstrates creativity.							
Develops short- and long-term goals that are specific, measurable, functional, and realistic.							
Formulates short-and long-term goals that consider current research, clinical expertise, and the client/family perspective.							
Prioritizes goals considering both assessment results and priorities of the client/family.							

Considers barriers to intervention and proposes possible solutions.						
Selects and implements the most appropriate service delivery model, with client/family input.						
Has procedures, materials, equipment, and room prepared in advance; adapts physical environment to facilitate intervention.						
Gives explanations directly, clearly, and concisely.						
Applies meaningful, consistent, and effective reinforcement and feedback.						
Provides effective cues and models.						
Implements appropriate behaviour management techniques.						
Demonstrates consistent, valid approach to data collection; collects and records appropriate data.						
Analyzes each session in terms of response rate and response accuracy rate.						
Monitors, adapts or redesigns intervention plans, as required.						
Draws accurate post-session conclusions about ongoing performance of the client.						
Effectively coaches and supports parent/caregiver/professional in implementing therapy goals.						
Plans and delivers prevention and education programs/workshops related to communication and/or swallowing.						

Interprofessional Collaboration Skills	N/A	AB	E	D	N	A	Comments
Communicates with clients, families, and team members in a collaborative, responsive, and responsible manner.*							
Obtains, incorporates, and respects the input of the client, family, and community.*							
Understands their own role, as well as the role of other professionals, and uses this knowledge appropriately.*							
Understands the principles of team work and engages in effective interprofessional team collaboration.*							
Works with client/family/team to formulate, implement, and evaluate services to enhance client outcomes.*							
Actively engages self and client/family/team to deal effectively with interprofessional conflict.*							
Effectively collaborates with supportive personnel in the clinical setting.							

\*Information for these "Interprofessional Collaboration" items was obtained from the Canadian Interprofessional Health Collaborative's (CIHC) document entitled "A National Interprofessional Competency Framework" (February 2010). Please use the following link if you require more information on each competency domain: [http://www.cihc.ca/files/CIHC\\_IPCompetencies\\_Feb1210.pdf](http://www.cihc.ca/files/CIHC_IPCompetencies_Feb1210.pdf)

Additional Comments:

Strengths:

Areas for Improvement/Skills to Work On:

Signatures:

Clinical Educator

S-LP Student

Date: