

STUDENT CLINICAL COMPETENCIES INTERNSHIP – PRACTICUM III SUMMER II

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 (with minimal support).
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. With guidance, 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. Draws accurate post-session conclusions about client performance/overall success.
6. Is able to self-evaluate, identifying strengths and weaknesses in own performance and skills.
7. Demonstrates ability to make effective clinical judgments (e.g., clinical reasoning).
8. Demonstrates ability to incorporate and synthesize feedback across clients, cases, and/or contexts.
9. Demonstrates problem-solving skills and is able to implement solutions with guidance.
10. Is able to evaluate the effectiveness of solutions and outcomes with minimal support.
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, with minimal support.
10. Shows enthusiasm and interest in clinical activities.
11. Recognizes need to seek help and advice from clinical educator and has developed the skill to do so.
12. Demonstrates a willingness to attempt novel or less familiar clinical activities.

Administrative & Technical Skills

1. Uses session time effectively with minimal support.
2. Manages daily tasks with minimal support.
3. Hands in plans and reports on time.
4. Writes in an organized, concise, clear, and grammatically correct style.
5. With minimal guidance, 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 makes an effort to follow 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 with minimal support.
4. After collaboration with clinical educator, requires minimal assistance in provision of appropriate interview and counselling techniques within assessment sessions.
5. Is familiar with test administration procedures and conducts test according to standardization criterion.
6. With minimal-moderate assistance, 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, with minimal-moderate support.

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. With minimal assistance, develops short- and long-term goals that are specific, measurable, functional, and realistic.
6. With minimal assistance, formulates short- and long-term goals that consider current research, clinical expertise, and the client/family perspective.
7. With minimal assistance, prioritizes goals considering both assessment results and priorities of the client/family.
8. Considers barriers to intervention and proposes possible solutions.
9. With guidance from the clinical educator, considers the most appropriate service delivery model for the client.
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 with minimal to moderate clinical educator support.
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, with minimal assistance.
18. With minimal support, 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. After one or two observations, plans and conducts remaining therapy sessions for the client.

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, internship 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 *nearly acquired* or higher
- Professionalism = More than half of all ratings are *acquired*
- Administrative & Technical Skills = More than half of all ratings are *nearly acquired* or higher
- Clinical Skills: Identification/Assessment = More than half of all ratings are *nearly acquired* or higher

- Clinical Skills: Intervention/Treatment = More than half of all ratings are *nearly acquired* or higher
- Interprofessional Collaboration Skills = More than half of all ratings are *nearly acquired* or higher

In addition, internship students should have **no** *absent* ratings for any skills and no *emerging* ratings for any skills in which they had the opportunity for routine practice (i.e., multiple or consistent opportunities to practice a skill within the placement). Clinical educators are encouraged to use 'n/a' if there was insufficient or no opportunity to develop or assess a specific skill.