SCHOOL OF AUDIOLOGY AND SPEECH SCIENCES

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## FINAL EVALUATION OF CLINICAL SKILLS IN AUDIOLOGY

This evaluation is a means of charting the development of clinical skills over the course of several externships, as well as a means to measure the level of independence in clinical skills at the end of a placement. Development of clinical skills is based on the development of both knowledge (i.e., knowing about disorders and about clinical procedures) and clinical performance (i.e. the ability to apply this knowledge effectively). The scale is as follows, with 7 representing the skills of an entry level clinician.

##### Rating Scale:

7=acquired skill; proficient and independent in applying skill; entry level clinician

6=nearly acquired skill; present >75% of time; student arrives at solutions/alternatives following only general discussion with Clinical Educator

5=developing skill; student arrives at solutions/alternatives following Clinical Educator's prompting questions; student carries through effectively

4=developing skill; student arrives at solutions/alternatives following Clinical Educator's prompting questions; student carries through needing additional guidance

3=emerging skill; clinician provides solutions/alternatives; student carries through needing additional guidance

2=emerging skill; Clinical Educator provides specific direction and demonstration; student carries through needing additional guidance

1=skill not evident; specific direction and demonstration does not alter performance or alters marginally

NA=no or insufficient opportunity to evaluate

*Tear this sheet off for quick reference*

##### GRADING EXPECTATIONS FOR EACH PLACEMENT

##### Requirements for Professional Practice

Students are expected to achieve a rating of “Satisfactory” for each item in this section. If an “Inconsistent” or “Unsatisfactory” rating appears on the final evaluation, the student’s grade for the externship will be lowered unless there are extenuating circumstances.

##### Skill Development Evaluation

Externship 1:

An average of all items scored should result in a typical average score of 4

To Pass\*, a student must achieve at least an average of 3 with no individual item scores of 1

Externships 2:

An average of all items scored should result in a typical average score of 4 - 5

To Pass\*, a student must achieve at least an average of 3.5 with no individual item scores of 1

Externship 3:

An average of all items scored should result in a typical average score of 5

To Pass\*, a student must achieve at least an average of 4 with no individual item scores less than 3

Externship 4:

An average of all items scored should result in a typical average score of 6-7

To Pass\*, a student must achieve at least an average of 5.3 with no individual item scores less than 4

*\* a “Pass” is equivalent to a “C+” for Externships 1 to 3 and a B- for Externship 4. Of the 4 major externships, a student may not have more than one “C+” score, and it may not occur in Externship 4. If an externship is failed, the hours accumulated will NOT count toward the student’s total number of clinical hours.*

##### Instructions for Completion:

* 1. Base your evaluation on the student's performance during the last 20% of the externship.
  2. Complete the form and review with the student a day or two before the end of the externship.
  3. Specific skills should be rated only if the student has had adequate opportunity to develop ability in this area.

For example, if the student had two opportunities to complete an assessment, than this section should not be rated.

*Tear this sheet off for quick reference*

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**FINAL EVALUATION OF CLINICAL SKILLS IN AUDIOLOGY**

##### Student: Dates: From To:

**# of Days Absent**

**Externship #: 1 2 3 4**

**Site:**

**Clinical Educator(s):**

1. **Requirements for Professional Practice**

The following characteristics are basic requirements for success in the professional workplace:

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Satisfactory (S)** | **Inconsistent (I)** | **Unsatisfactory (U)** |
| 1. Is adequately prepared for sessions |  |  |  |
| 2. is punctual with respect to appointments, meetings and clinical assignments |  |  |  |
| 3. respects confidentiality of all professional activities |  |  |  |
| 4. presents a professional appearance |  |  |  |
| 5. uses appropriate voice, speech and language |  |  |  |

1. **Skill Development Evaluation**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **1. Interpersonal and Professional Skills:** | **N/A** | **1** | **2** | **3** | **4** | **5** | **6** | **7** |
| 1. relates comfortably to the client and client's family |  |  |  |  |  |  |  |  |
| 2. accurately observes and interprets verbal and non-verbal behaviour |  |  |  |  |  |  |  |  |
| 3. effectively manages behaviour of client and client's family |  |  |  |  |  |  |  |  |
| 4. is responsive to issues and concerns raised by client and family |  |  |  |  |  |  |  |  |
| 5. demonstrates flexibility in adjusting to different people/situations |  |  |  |  |  |  |  |  |
| 6. is open and responsive to direction/suggestions from the Clinical Educator |  |  |  |  |  |  |  |  |
| 7. requests assistance from Clinical Educator and other professionals when appropriate |  |  |  |  |  |  |  |  |
| 8. presents an appropriately confident manner |  |  |  |  |  |  |  |  |
| 9. recognizes own strengths and weaknesses and professional limits |  |  |  |  |  |  |  |  |
| 10. works cooperatively and supportively as a team member |  |  |  |  |  |  |  |  |
| **Comments:** | | | | | | | | |
| **2. General Clinical skills:** | **N/A** | **1** | **2** | **3** | **4** | **5** | **6** | **7** |
| 1. applies theoretical knowledge to the assessment process |  |  |  |  |  |  |  |  |
| 2. establishes a rapport with clients |  |  |  |  |  |  |  |  |
| 3. gathers relevant case history information |  |  |  |  |  |  |  |  |
| 4. uses the client files and case history information to plan appropriate sessions |  |  |  |  |  |  |  |  |
| 5. determines appropriate recommendations and/or referrals based on all available data |  |  |  |  |  |  |  |  |
| 6. uses time effectively for client appointments and for other clinical tasks and learning opportunities |  |  |  |  |  |  |  |  |
| **Comments:** | | | | | | | | |
| **3. Basic Diagnostic Audiology:** | **N/A** | **1** | **2** | **3** | **4** | **5** | **6** | **7** |
| 1. gives clear instructions |  |  |  |  |  |  |  |  |
| 2. is familiar with equipment and trouble shoots simple problems |  |  |  |  |  |  |  |  |
| 3. conducts Pure Tone Audiometry (A/C, B/C) |  |  |  |  |  |  |  |  |
| 4. conducts reliable Speech Audiometry |  |  |  |  |  |  |  |  |
| 5. recognizes when to mask |  |  |  |  |  |  |  |  |
| 6. utilizes proper masking techniques |  |  |  |  |  |  |  |  |
| 7. performs immittance measurements |  |  |  |  |  |  |  |  |
| 8. performs otoacoustic emissions testing |  |  |  |  |  |  |  |  |
| 9. performs and reports on basic otoscopic examinations |  |  |  |  |  |  |  |  |
| 10. interprets results of basic test battery in relation to history; communication skill; medical findings |  |  |  |  |  |  |  |  |
| **Comments:** | | | | | | | | |
| **4. Diagnostic Pediatric Audiology** | **N/A** | **1** | **2** | **3** | **4** | **5** | **6** | **7** |
| 1. Manages the environment and tests to maintain child’s interest |  |  |  |  |  |  |  |  |
| 2. selects tasks and stimuli appropriate to level of child |  |  |  |  |  |  |  |  |
| 3. makes appropriate observations of auditory behaviours |  |  |  |  |  |  |  |  |
| 4. performs Visual Reinforcement Audiometry (VRA) |  |  |  |  |  |  |  |  |
| 5. performs Play Audiometry |  |  |  |  |  |  |  |  |
| 6. performs Speech Audiometry |  |  |  |  |  |  |  |  |
| 7. performs other tests: Please Specify |  |  |  |  |  |  |  |  |
| 8. gets most pertinent information when complete testing is not possible |  |  |  |  |  |  |  |  |
| 9. interprets results of test battery in relation to history, communication ability and medical findings |  |  |  |  |  |  |  |  |
| **Comments:** | | | | | | | | |
| **5. Electrophysiologic and Other Audiologic Tests** | **N/A** | **1** | **2** | **3** | **4** | **5** | **6** | **7** |
| 1. Non-organic hearing loss assessment: 2. Identifies when tests are indicated 3. Selects appropriate test battery 4. Administers appropriate tests |  |  |  |  |  |  |  |  |
| 1. Evoked potential tests: 2. Identifies when tests are indicated 3. Selects appropriate test battery 4. Administers tests |  |  |  |  |  |  |  |  |
| 1. CAPD assessment (Specify tests:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_) 2. Identifies when special tests are indicated 3. Selects appropriate test battery 4. Administers tests |  |  |  |  |  |  |  |  |
| 1. Special populations (Specify:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_) 2. Identifies when tests are indicated 3. Selects appropriate test battery 4. Administers tests |  |  |  |  |  |  |  |  |
| 1. Adapts protocol/parameters for special situations |  |  |  |  |  |  |  |  |
| 1. Interprets overall test profile |  |  |  |  |  |  |  |  |
| **Comments:** | | | | | | | | |
| **Amplification** | **N/A** | **1** | **2** | **3** | **4** | **5** | **6** | **7** |
| 1. Identifies client needs based on all pertinent data |  |  |  |  |  |  |  |  |
| 1. Makes appropriate recommendations for communication management (counseling, amplification, group classes, FM systems, hearing assistive technology\_ |  |  |  |  |  |  |  |  |
| 1. Generates appropriate fitting targets |  |  |  |  |  |  |  |  |
| 1. Shows facility work with NOAH and manufacturers’ modules |  |  |  |  |  |  |  |  |
| 1. Selects appropriate amplification features and options |  |  |  |  |  |  |  |  |
| 1. Shows facility in programming amplification |  |  |  |  |  |  |  |  |
| 1. Performs electroanalysis of hearing aids |  |  |  |  |  |  |  |  |
| 1. Administers real ear measurements |  |  |  |  |  |  |  |  |
| 1. Does troubleshooting and listening checks of amplification |  |  |  |  |  |  |  |  |
| 1. Takes ear impressions |  |  |  |  |  |  |  |  |
| 1. Chooses and performs appropriate earmold modifications |  |  |  |  |  |  |  |  |
| 1. Assesses classroom needs if applicable |  |  |  |  |  |  |  |  |
| 1. Conveys information on care and use of amplification effectively |  |  |  |  |  |  |  |  |
| **Comments:** | | | | | | | | |
| **Aural (Re)habilitation**  This section applies to either individual or group situations | **N/A** | **1** | **2** | **3** | **4** | **5** | **6** | **7** |
| 1. Establishes and maintains effective therapeutic relationship with client and/or significant other(s) |  |  |  |  |  |  |  |  |
| 1. Identifies and effectively communicates appropriate communication strategies |  |  |  |  |  |  |  |  |
| 1. Conveys information on adjustment to amplification and realistic expectations |  |  |  |  |  |  |  |  |
| 1. Determines realistic long range goals for treatment which are appropriate for client’s needs |  |  |  |  |  |  |  |  |
| 1. Applies effective teaching techniques in classroom situations |  |  |  |  |  |  |  |  |
| 1. Determines when to discontinue treatment |  |  |  |  |  |  |  |  |
| **Comments:** | | | | | | | | |
| **Additional Comments:** | | | | | | | | |

Clinical Educator Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Clinical Educator Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Clinical Educator Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Clinical Educator Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Clinician's Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date of Evaluation \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_