

SCHOOL OF AUDIOLOGY AND SPEECH SCIENCES

Faculty of Medicine

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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

GRADING EXPECTATIONS FOR EACH PLACEMENT

A. Requirements for Professional Practice

Students are expected to achieve a rating of **“Satisfactory”** for each item in this section. If a student receives an **“Inconsistent”** on a final evaluation, then the mark drops by one letter grade per ‘I’ received, and if a **“Unsatisfactory,”** then two letter grades.

B. 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 3.3 (minimum) 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 3.8 (minimum) 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 4.3 (minimum) 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 5.5 (minimum) with no individual item scores less than 4.

- Of all the major externships, a student may not have more than ONE minimum level grade.
- **If an externship is failed, the hours accumulated are not counted as clinical hours.**

Instructions for Completion:

1. Complete the form and review with the student a day or two before the end of the externship.
2. 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, then this section should not be rated.

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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):

A. 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			

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:								

Amplification	N/A	1	2	3	4	5	6	7
1. Identifies client needs based on all pertinent data								
2. Makes appropriate recommendations for communication management (counseling, amplification, group classes, FM systems, hearing assistive technology_								
3. Generates appropriate fitting targets								
4. Shows facility work with NOAH and manufacturers' modules								
5. Selects appropriate amplification features and options								
6. Shows facility in programming amplification								
7. Performs electroanalysis of hearing aids								
8. Administers real ear measurements								
9. Does troubleshooting and listening checks of amplification								
10. Takes ear impressions								
11. Chooses and performs appropriate earmold modifications								
12. Assesses classroom needs if applicable								
13. Conveys information on care and use of amplification effectively								
Comments:								

Aural (Re)habilitation	N/A	1	2	3	4	5	6	7
This section applies to either individual or group situations								
1. Establishes and maintains effective therapeutic relationship with client and/or significant other(s)								
2. Identifies and effectively communicates appropriate communication strategies								
3. Conveys information on adjustment to amplification and realistic expectations								
4. Determines realistic long range goals for treatment which are appropriate for client's needs								
5. Applies effective teaching techniques in classroom situations								
6. 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 _____