## 

## SCHOOL OF AUDIOLOGY AND SPEECH SCIENCES

**MIDTERM EVALUATION**

**Audiology and Speech-Language Pathology**

Student’s Name: \_Site:

**General Instructions for Completion:**

To support student learning and supervision, we ask that a Midterm Evaluation is completed and shared with the student. The Midterm Evaluation mirrors categories in the final evaluation. At this point of the externship, the Midterm Evaluation is a **general and formative assessment** of student progress.

This evaluation provides valuable feedback to the student and the School about their progress and learning needs.

**The Midterm Evaluation is divided into three sections:**

1. Requirements for Professional Practice
2. Skill Development Evaluation
3. Goal Setting for Remainder of Externship

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| *Please use the following ratings for each item in Section A and B below.*  **S= Satisfactory Progress**  **C = Progress is of concern, e.g., slow, or limited progress**  **N/A = Insufficient opportunity to evaluate** |

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| --- | --- |
| **A. Requirements for Professional Practice** | |
| *The following are basic requirements in the workplace.*  *Rate the following five items as* ***(S) Satisfactory*** *or* ***(C) of Concern***  ***Please notify the Clinical Coordinator if a student receives a “C” on any item.*** | |
| 1. Preparation for all clinical assignments |  |
| 2. Punctuality |  |
| 3. Confidentiality |  |
| 4. Professional appearance |  |
| 5. Speech, voice and language appropriate to professional setting |  |

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| **B. Skill Development Evaluation** | | |
| *Rate the following items as* ***(S) Satisfactory****,* ***(C) of Concern or N/A (Insufficient opportunity to evaluate)***  ***Please notify the Clinical Coordinator if a student receives a “C” on any item.*** | | |
| **Interpersonal and Professional Skills** | Relates to client, client’s family |  |
| Interacts with clinical educator and other professionals |  |
| Evaluates own professional knowledge and limits |  |
| Participates as a team member |  |
| **Assessment Skills** | Plans and prepares for assessments |  |
| Implements appropriate assessment procedures |  |
| Makes accurate clinical impressions |  |
| Makes appropriate recommendations/referrals |  |
| **Audi:** **Amplification and Rehabilitation Skills**  **SLP: Treatment Skills** | Determines goals and objectives |  |
| Plans and prepares prior to treatment sessions |  |
| Manages sessions as they are in progress |  |
| Forms accurate clinical impressions and adjusts treatment plans accordingly |  |
| **Communication Skills** | Oral communication |  |
| Written communication |  |

**Section C: Goals for the remainder of the externship**

**Instructions for Completion:**

Together, the Clinical Educator and the student clinician identify and prioritize goals for specific skill areas, and list strategies for achieving these goals during the remainder of the placement.

**Goals:**

1. Focus on specific skills that require practice for continued development.
2. Target specific areas where weaknesses are identified.
3. Balance development across clinical skills.
4. Include interpersonal and professional abilities, as well as assessment, treatment, and communication skills.

**Strategies:**

Strategies are the specific steps that will facilitate achieving a goal. Strategies are developed collaboratively between clinical educator and student and should specify the role that each person will take.

1. AREA:

GOAL:

STRATEGIES:

1. AREA:

GOAL:

STRATEGIES:

1. AREA:

GOAL:

STRATEGIES:

|  |  |  |
| --- | --- | --- |
| **Clinical Educator Name(s) and Signature(s):** |  |  |
| **Student Name and Signature:** |  |  |
| **Date:** |  | |

***Audiology: PLEASE SUBMIT TO CLINICAL COORDINATOR***

***Speech Language Pathology*: RETURN TO STUDENT FOR SUBMISSION to the ePortfolio**