



SCHOOL OF AUDIOLOGY AND SPEECH SCIENCES
Faculty of Medicine
University of British Columbia
5804 Fairview Ave.
Vancouver, B.C. V6T 1Z3

EVALUATION OF CLINICAL SKILLS IN AUDIOLOGY (2007 Version)

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



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GRADING EXPECTATIONS FOR EACH PLACEMENT

A. Baseline 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.

B. Skill Development Evaluation

Externships 1 & 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 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 with no individual item scores less than 4

** a “Pass” is equivalent to a “C” on the student’s transcript. A score below a “C” is a failing grade. Of the 4 major externships, a student may not have more than one “C” score. 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.
4. When you have completed the scale and added your comments, please send it to the School.

Tear this sheet off for quick reference



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EVALUATION OF CLINICAL SKILLS IN AUDIOLOGY

Student: _____ Dates: _____ to _____ # of Days Absent _____
Externship #: 1 2 3 4 Site: _____
Clinical Educator(s): _____

A. Baseline Requirements for Professional Practice

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

Table with 5 rows and 4 columns: Characteristic, Satisfactory, Inconsistent, Unsatisfactory. Row 1: Is adequately prepared for sessions, S, I, U. Row 2: Is punctual with respect to appointments, meetings and clinical assignments, S, I, U. Row 3: Respects confidentiality of all professional activities, S, I, U. Row 4: Presents a professional appearance, S, I, U. Row 5: Uses appropriate voice, speech and language, S, I, U.



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B. Skill Development Evaluation

Interpersonal and Professional Skills:

1. Relates comfortably to the client and client's family	NA	1	2	3	4	5	6	7
2. Accurately observes and interprets verbal and non-verbal behaviour	NA	1	2	3	4	5	6	7
3. Effectively manages behaviour of client and client's family	NA	1	2	3	4	5	6	7
4. Is responsive to issues and concerns raised by client and family	NA	1	2	3	4	5	6	7
5. Demonstrates flexibility in adjusting to different people/situations	NA	1	2	3	4	5	6	7
6. Is open and responsive to direction/suggestions from the clinical educator	NA	1	2	3	4	5	6	7
7. Requests assistance from clinical educator and other professionals when appropriate	NA	1	2	3	4	5	6	7
8. Presents an appropriately confident manner	NA	1	2	3	4	5	6	7
9. Recognizes own strengths and weaknesses and professional limits	NA	1	2	3	4	5	6	7
10. Works cooperatively and supportively as a team member	NA	1	2	3	4	5	6	7

Overall Rating of Interpersonal & Professional Skills

NA	1	2	3	4	5	6	7
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This rating should be a reflection of the student's overall ability in this area and not a simple average (i.e. some items may be weighted more heavily than others).



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General Clinical Skills:

1. Applies theoretical knowledge to the assessment process	NA	1	2	3	4	5	6	7
2. Establishes rapport with clients	NA	1	2	3	4	5	6	7
3. Gathers relevant case history information.	NA	1	2	3	4	5	6	7
4. Uses the client file and case history information to plan appropriate sessions.	NA	1	2	3	4	5	6	7
5. Determines appropriate recommendations and/or referrals based on all available data.	NA	1	2	3	4	5	6	7
6. Uses time effectively for client appointments and for other clinical tasks and learning opportunities.	NA	1	2	3	4	5	6	7

Overall Rating of General Clinical Skills

This rating should be a reflection of the student's overall ability in this area and not a simple average (i.e. some items may be weighted more heavily than others).

NA	1	2	3	4	5	6	7
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Basic Diagnostic Audiology

1. Gives clear instructions.	NA	1	2	3	4	5	6	7
2. Is familiar with equipment and trouble shoots simple problems.	NA	1	2	3	4	5	6	7
3. Conducts reliable Pure Tone Audiometry (A/C, B/C).	NA	1	2	3	4	5	6	7
4. Conducts reliable Speech Audiometry.	NA	1	2	3	4	5	6	7
5. Recognizes when to mask.	NA	1	2	3	4	5	6	7
6. Utilizes proper masking techniques.	NA	1	2	3	4	5	6	7
7. Performs immittance measurements.	NA	1	2	3	4	5	6	7
8. Performs otoacoustic emissions testing.	NA	1	2	3	4	5	6	7
9. Performs and reports on basic otoscopic examinations.	NA	1	2	3	4	5	6	7
10. Interprets results of basic test battery in relation to history; communication skill; medical findings	NA	1	2	3	4	5	6	7

Overall Impression

NA	1	2	3	4	5	6	7
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This rating should be a reflection of the student's overall ability in this area and not a simple average (i.e. some items may be weighted more heavily than others).



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Diagnostic Pediatric Audiology

1. Manages the environment and tests to maintain child's interest.	NA	1	2	3	4	5	6	7
2. Selects tasks and stimuli appropriate to level of child.	NA	1	2	3	4	5	6	7
3. Makes appropriate observations of auditory behaviours	NA	1	2	3	4	5	6	7
4. Performs Visual Reinforcement Audiometry (VRA)	NA	1	2	3	4	5	6	7
5. Performs Play Audiometry	NA	1	2	3	4	5	6	7
6. Performs appropriate Speech Audiometry	NA	1	2	3	4	5	6	7
7. Performs other tests: Please specify: _____	NA	1	2	3	4	5	6	7
8. Gets most pertinent information when complete testing is not possible	NA	1	2	3	4	5	6	7
9. Interprets results of test battery in relation to history, communication skills, and medical findings.	NA	1	2	3	4	5	6	7

Overall Impression

NA	1	2	3	4	5	6	7
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This rating should be a reflection of the student's overall ability in this area and not a simple average (i.e. some items may be weighted more heavily than others).



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Electrophysiologic and Other Audiologic Tests

1. Non-organic hearing loss assessment:									
a) Identifies when tests are indicated	NA	1	2	3	4	5	6	7	
b) Selects appropriate test battery	NA	1	2	3	4	5	6	7	
c) Administers appropriate tests	NA	1	2	3	4	5	6	7	
2. Evoked potential tests:									
a) Identifies when tests are indicated	NA	1	2	3	4	5	6	7	
b) Selects appropriate test battery	NA	1	2	3	4	5	6	7	
c) Administers tests	NA	1	2	3	4	5	6	7	
3. CAPD assessment (Specify tests: _____)									
a) Identifies when special tests are indicated	NA	1	2	3	4	5	6	7	
b) Selects appropriate test battery	NA	1	2	3	4	5	6	7	
c) Administers tests	NA	1	2	3	4	5	6	7	
4. Special populations (Specify: _____)									
a) Identifies when tests are indicated	NA	1	2	3	4	5	6	7	
b) Selects appropriate test battery	NA	1	2	3	4	5	6	7	
c) Administers tests	NA	1	2	3	4	5	6	7	
5. Adapts protocol/parameters for special situations	NA	1	2	3	4	5	6	7	
6. Interprets overall test profile	NA	1	2	3	4	5	6	7	
Overall Impression	NA	1	2	3	4	5	6	7	

*This rating should be a reflection of the student's **overall** ability in this area and not a simple average (i.e. some items may be weighted more heavily than others).*



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Amplification

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

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Aural (Re)habilitation

This section applies to either individual or group situations.

1. Establishes and maintains effective therapeutic relationship with client and/or significant other(s)	NA	1	2	3	4	5	6	7
2. Identifies and effectively communicates appropriate communication strategies.	NA	1	2	3	4	5	6	7
3. Conveys information on adjustment to amplification and realistic expectations	NA	1	2	3	4	5	6	7
4. Determines realistic long range goals for treatment which are appropriate for client's needs	NA	1	2	3	4	5	6	7
5. Applies effective teaching techniques in classroom situations	NA	1	2	3	4	5	6	7
6. Determines when to discontinue treatment	NA	1	2	3	4	5	6	7
Overall Impression	NA	1	2	3	4	5	6	7

*This rating should be a reflection of the student's **overall** ability in this area and not a simple average (i.e. some items may be weighted more heavily than others).*



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Comments:

Clinical Educator Signature: _____

Student Clinician's Signature _____

Date of Evaluation: _____