



MIDTERM EVALUATION

Instructions for Completion:

Halfway through the placement, a broad review of progress is required. When completing the Midterm Evaluation, the final evaluation form may be used as a guide. The mid-term evaluation matches the areas described in detail in the final evaluation, but is intended to be a more general assessment of how the placement is going. Goals are set for the remainder of the externship.

The mid-term is divided into three sections:

- A. Baseline Requirements for Professional Practice
- B. Skill Development Evaluation
- C. Clinical Action Plan For Remainder of Externship

Sections A and B: Complete the rating scale.

Grading: If a rating is obtained of “I” or “U” (Section A) or “C” or “U” (Section B) please notify the Clinical Coordinator.

Section C: Create goals for the remainder of the externship.

Together, the Clinical Educator and the student clinician identify goals within specific skill areas, and brainstorm strategies for achieving these goals during the remainder of the placement. Goals may be prioritized.

Goals:

1. develop specific areas where weaknesses are identified
2. even out development across the continuum of clinical skills
3. provide steps aimed at developing more advanced clinical skills, where strengths are identified.

Goals may include interpersonal and professional abilities, as well as assessment, treatment, and communication skills. Broader domains for development, such as problem solving and self-evaluation may cross more than one skill area.

Strategies:

Strategies are the specific steps that will be most effective in achieving a goal. Strategies are developed collaboratively between clinical educator and student, and specify the role that each person will take.

Please review the Clinical Action Plan on a weekly basis in order to ensure progress towards goals.



SAMPLE

C. CLINICAL ACTION PLANS:

AREA: Assessment
GOAL: The student clinician will develop a communication profile of client from interpretation of assessment results.

STRATEGIES:

1. The Clinical Educator (CE) will demonstrate development of a communication profile.
2. The Student Clinician (SC) will compile all assessment results together in a summary, including all information from standardized and non-standardized procedures, client interviews, and observations.
3. SC will interpret all information and determine relative areas of strength and weakness.
4. SC will review and discuss communication profile with CE.

AREA: Treatment – Goal Selection
GOAL: For each of two clients, the Student Clinician (SC) will demonstrate independence in goal selection.
Minimal supervision may be provided to refine goals.

STRATEGIES:

1. SC will identify communication profile of client (i.e. areas of strength and weakness).
2. SC will identify the possible treatment areas, and determine priorities for goals.
3. SC will specify short- and long-term goals as part of treatment plan and discuss with CE.

AREA: Treatment
GOAL: The Student Clinician’s communication style will facilitate language development of preschool clients.

STRATEGIES:

1. SC will use short utterances (i.e. up to four words in length) during treatment session.
2. SC will model back child’s utterance.
3. SC will avoid asking questions.
4. SC will pause before repeating, giving new instruction, or making a comment.

Information about mid-term action planning and examples have been developed from clinical education materials from the Department of Communicative Disorders, Elborn College, The University of Western Ontario, London, Ontario. We would like to thank UWO for sharing this information with us.



**SPEECH LANGUAGE PATHOLOGY
MIDTERM EVALUATION FORM**

Student's Name: _____ Site: _____

A. Baseline Requirements for Professional Practice:

The following characteristics are basic requirements for success in the workplace. Rate the following five items as **(S)** Satisfactory **(I)** Inconsistent, or **(U)** Unsatisfactory.

- Preparation for all clinical assignments _____
- Punctuality _____
- Confidentiality _____
- Professional appearance _____
- Language appropriate to professional setting _____

B. Skill Development Evaluation:

- Rating key:
- !** = **A particular strength for this student**
 - √** = **Progress as expected**
 - A** = **Progress slow but acceptable**
 - C** = **Progress minimal, and of concern**
 - U** = **Unsatisfactory performance**
 - N/A** = **Insufficient opportunity to evaluate**

1. Interpersonal and Professional Skills

- a. Relates to client, client's family _____
- b. Interacts with clinical educator, other professionals _____
- c. Evaluates own professional knowledge and limits _____
- d. Participates as a team member _____

2. Assessment Skills

- a. Plans and prepares for assessments _____
- b. Implements appropriate assessment procedures _____
- c. Makes accurate clinical impressions _____
- d. Makes appropriate recommendations/referrals _____

3. Treatment Skills

- a. Determines goals and objectives _____
- b. Plans and prepares prior to treatment sessions _____
- c. Manages sessions as they are in progress _____
- d. Forms accurate clinical impressions and adjusts treatment plans accordingly _____

4. Communication Skills

- Oral communication _____
- Written communication _____



C. Clinical Action Plan for the Remainder of the Externship:

Please identify 3 or 4 specific goals as the focus for clinical skill development for the remainder of the placement. The focus may be; (1) to remediate specific areas of weaknesses, (2) to “even out” clinical skills, (3) to identify advanced steps for excelling students (e.g. clinical skills that are at or above expected levels in all areas).

1. AREA:

GOAL:

STRATEGIES:

2. AREA:

GOAL:

STRATEGIES:

3. AREA:

GOAL:

STRATEGIES:

4. AREA:

GOAL:

STRATEGIES:

Clinical Educator(s) Signature(s) _____ DATE: _____

Student Extern Signature _____

Please return to: **Clinical Coordinator**
 School of Audiology & Speech Sciences
 5804 Fairview Ave.
 Vancouver, BC V6T 1Z3
 FAX (604) 822-6569