



INFORMATION ONLY

ASSESSMENT OF STUDENT PERFORMANCE IN CLINICAL PLACEMENTS UNITS 3, 7, AND 9 INSTRUCTIONS

PLEASE COMPLETE THIS FORM USING NON-ERASABLE INK.

QUANTITATIVE ASSESSMENT:

- Indicate (with a checkmark or an 'x') the number from 1 – 7 that best corresponds to the student's performance for each of the clinical skills and professional behaviours described. The assessment rubric (below) provides a behavioural description relating to each number on the seven-point Likert scale.
- Note that within each clinical skill area and professional behaviour area there are a number of competencies (i.e., knowledge, skills, behaviours, and attitudes). Please give a holistic rating of the competencies within an area.
- A student may show mixed performance within an area and it may be difficult to give a holistic rating. In such cases, consider rating each competency within an area and averaging these to obtain a final rating.
- Please rate as "Not Applicable" those clinical skills or professional behaviours that you have not had an opportunity to observe.
- Ratings (general guidance):
 - A rating of '5' at the midterm or final assessment indicates that the student's performance meets expectations (i.e., a rating of 5 corresponds to a minimum B- level).
 - At the midterm assessment, it is not a concern if there are clinical skills or professional behaviours that are rated as '3 or '4'. These ratings help students determine areas that need targeted development. However, if you assign ratings of '1' or '2' at midterm or judge that the student cannot improve, please contact the Coordinator of Clinical Education immediately.
 - At the final assessment, a student must meet expectations (i.e., a rating of '5') in each area assessed. Failure to do so in any of these areas will result in a fail for the course.

QUALITATIVE ASSESSMENT:

In addition to the ratings, please provide summary comments about the student's strengths and areas for continued development. These will be reviewed and considered when determining the final grade.

GRADING:

The Course Instructor will grade the course based on the grading scheme of the School of Graduate Studies and the University of Toronto Speech-Language Pathology quantitative and qualitative assessments. Clinical skills and professional behaviour will be equally weighted. Only the final assessment will determine the grade for the student.

University of Toronto Speech-Language Pathology Assessment Rubric

1-2 Falls significantly below expectations	3-4 Approaches expectations	5 Meets Expectations	6-7 Exceeds Expectations
<ul style="list-style-type: none"> • Demonstrates few of the required competencies • Specific direction from the clinical educator (CE) does not alter unsatisfactory performance; student unable to make changes • Primarily engages in observation and shared* clinical practice 	<ul style="list-style-type: none"> • Demonstrates some of the required competencies • Requires step-by-step review of most aspects of the problem or task from the CE to perform effectively • Primarily engages in shared* clinical practice 	<ul style="list-style-type: none"> • Demonstrates most of the required competencies • Needs some guidance and input from the CE to perform effectively • Engages in shared* and supervised† clinical practice 	<ul style="list-style-type: none"> • Demonstrates all of the required competencies • Demonstrates independence by taking initiative, making changes when appropriate and knowing when to seek input • Primarily engages in supervised† clinical practice

* Student working with the clinical educator and sharing responsibility for the session

† Student taking full responsibility for the session under the supervision of the clinical educator

STUDENT NAME: _____

INFORMATION ONLY

ASSESSMENT UNIT: _____

CLINICAL SKILLS:**Assessment – Planning/Preparation**

Midterm

1 2 3 4 5 6 7 Not Applicable

Final

1 2 3 4 5 6 7 Not Applicable

- Clinician gathers appropriate information on client.
- Clinician knows when to administer standardized and/or non-standardized assessments.
- Clinician presents appropriate rationale for selection of standardized assessment procedures.
- Clinician develops appropriate non-standardized assessment tasks and provides rationale for use.
- Clinician devises and implements appropriate methods for evaluating results of non-standardized procedures.
- Clinician uses standardized or appropriate techniques for tests or non-standardized procedures.
- Clinician prepares prior to administering diagnostic tests by being familiar with testing.
- Prior to test, clinician ensures assistive devices & hearing aids are functioning.
- Clinician able to give instructions for testing.

Assessment – Interpretation of Results

Midterm

1 2 3 4 5 6 7 Not Applicable

Final

1 2 3 4 5 6 7 Not Applicable

- Clinician scores diagnostic tests accurately.
- Clinician is able to make pertinent observations of a client's behaviour during assessment.
- Clinician recognizes inconsistencies and evaluates results during testing.
- Clinician interprets results of diagnostic testing accurately.
- Clinician determines nature and extent of deficits within specific areas.
- Clinician considers diagnostic testing along with other available information to form a clinical impression.
- Clinician continues to assess client throughout the course of therapy using observational recording, standardized and non-standardized measurement procedures and techniques.
- Clinician makes appropriate recommendations and/or referrals based on information obtained from assessment or treatment.

Reporting – Oral and Written

Midterm

1 2 3 4 5 6 7 Not Applicable

Final

1 2 3 4 5 6 7 Not Applicable

- Clinician reports complete, pertinent, and accurate information.
- Clinician is concise, clear and grammatically correct when reporting information.
- Clinician includes interpretation of test results and observations.
- Clinician conveys appropriate information to other professionals
- Clinician meets deadlines for reports.

Intervention - Developing and Planning

Midterm

1 2 3 4 5 6 7 Not Applicable

Final

1 2 3 4 5 6 7 Not Applicable

- Clinician applies academic information to the clinical process
- Clinician develops appropriate therapy goals for the term, based on client's needs and level of functioning
- Clinician recommends appropriate approaches/procedures to achieve selected goals.
- Clinician selects and creates appropriate stimulus materials (age and ability level of client) to achieve goals.
- Clinician plans strategies for maintaining on-task behaviour (e.g., modifying environment, setting behavioural limits)

Intervention - Implementation

Midterm

1 2 3 4 5 6 7 Not Applicable

Final

1 2 3 4 5 6 7 Not Applicable

- Given the long term goals selected, clinician develops appropriate short term goals.
- Clinician prepares therapy room appropriately for client and observer.
- Clinician sequences and times activities within therapy sessions to facilitate client's success.
- Clinician gives clear, concise instructions in presenting materials and/or techniques in treatment.
- Clinician modifies level of language according to needs of client and significant others.
- Clinician utilizes planned therapy procedures and makes modifications in the intervention strategy such as shifting materials and/or techniques when client is not understanding or performing the task.
- Clinician uses feedback and/or reinforcement that is consistent, discriminating, and meaningful to the client.
- Clinician ensures ongoing evaluation and outcome and records appropriately.
- Clinician deals effectively with client's inappropriate behaviours.
- Clinician maintains on-task behaviour.
- If mistakes are made in therapy, clinician is able to generate ideas of what might have improved the situation.
- If mistakes are made in therapy, clinician is able to incorporate clinical educator's suggestions in future sessions.
- Clinician involves significant others (family, educators, etc.) in therapy process when appropriate.

STUDENT NAME: _____

PLACEMENT UNIT: _____

Counselling/Interviewing

Midterm 1 2 3 4 5 6 7
Final 1 2 3 4 5 6 7

Not Applicable
Not Applicable

- Clinician determines when counselling/interviewing is required.
- Clinician prepares for session when necessary by selecting appropriate information/questions.
- Clinician conveys accurate and appropriate information with honesty and tact.
- Clinician discriminates when to listen and when to talk
- Clinician recognizes need for further intervention.
- Clinician is ultimately successful in obtaining and giving all relevant information.
- Clinician reacts appropriately when conflicting information/viewpoints are presented by the client, by seeking additional information
- Clinician reacts appropriately when conflicting information/viewpoints are presented by not being defensive.
- Clinician reacts appropriately when conflicting information/viewpoints are presented by maintaining original position, when appropriate.

Self-Assessment/Problem-Solving

Midterm 1 2 3 4 5 6 7
Final 1 2 3 4 5 6 7

Not Applicable
Not Applicable

- Clinician objectively assesses own clinical performance.
- Clinician uses assessment information to plan for next session.
- Clinician discusses possible improvements for areas of weakness with clinical educator.
- Clinician implements suggested improvements.
- Clinician can identify professional development needs.

MIDTERM

1) **CLINICAL SKILLS SUMMARY COMMENTS:** Please append. Include Student name and signature and Clinical Educator name(s) and signature(s) are required on all documentation.

2) **CHECK ONE OF THE FOLLOWING:**

- Please check if you have **ANY** concerns that student will not meet performance expectation levels by the final.
- No concerns at this time. Student is developing well.

FINAL

1) **CLINICAL SKILLS SUMMARY COMMENTS:** Please append. Include Student name and signature and Clinical Educator name(s) and signature(s).

STUDENT NAME: _____

INFORMATION ONLY

ASSESSMENT UNIT: _____

PROFESSIONAL BEHAVIOUR:**Ethical Behaviour**

Midterm

1 2 3 4 5 6 7 Not Applicable

Final

1 2 3 4 5 6 7 Not Applicable

- Clinician displays ethical behaviour consistent with standards set by the profession of speech-language pathology and the School of Graduate Studies at the University of Toronto.

Interpersonal Skills

Midterm

1 2 3 4 5 6 7 Not Applicable

Final

1 2 3 4 5 6 7 Not Applicable

- Clinician relates comfortably to client.
- Clinician focuses on needs of client rather than on own concerns.
- Clinician interacts in mature manner, displaying confidence.
- Clinician assumes appropriate responsibility for initiating discussion in supervisory conferences.
- Clinician responds to feedback in a mature fashion.
- Clinician reacts appropriately when conflicting information/viewpoints are presented by clinical educator.
- Clinician presents positive and enthusiastic attitude towards clinical and supervisory processes.
- Clinician views practicum experience as an opportunity to learn.
- Clinician demonstrates awareness of group dynamics and facilitates interaction among clients.
- Clinician exercises self-control in emotionally charged situations.

Professional Qualities

Midterm

1 2 3 4 5 6 7 Not Applicable

Final

1 2 3 4 5 6 7 Not Applicable

- Clinician is reliable and accepts responsibility.
- Clinician is punctual (written work, conferences, therapy sessions).
- Clinician respects confidentiality.
- Clinician uses socially acceptable voice, speech and language.
- Clinician's personal appearance is appropriate for clinical setting and maintaining credibility.
- Clinician appears to recognize own professional limitations and stays within boundaries of training.
- Clinician conveys information with honesty and tact.
- Clinician schedules clinical activities appropriately.
- Clinician notifies clients/clinical educator/other professionals of schedule changes.
- Clinician demonstrates respect for various cultural norms, value systems, ethics, and moral standards in interaction with colleagues and clients.
- Clinician works productively with colleagues and other helpers within the clinical setting.
- Clinician displays concern for the needs of the clients and their families beyond those of a communication nature.
- Clinician adheres to policies and procedures of clinical facility.

MIDTERM

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FINAL

- 1) **PROFESSIONAL BEHAVIOUR SUMMARY COMMENTS:** Please append. Include Student name and signature and Clinical Educator name(s) and signature(s).

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STUDENT NAME: _____ PLACEMENT UNIT: _____

CLINICAL HOURS:

Check below to confirm clinical hours as per General Guidelines IB and IIABC (pro-rate for part-time placements)

- Unit 3 – Student spends a maximum of 16 - 20 hours per week with clients
- Unit 7 – Student spends a maximum of 20 - 25 hours per week with clients
- Unit 9 – Student spends a maximum of 20 - 25 hours per week with clients
- Unit 9 – Managed 75% of the caseload for the final 4 weeks

CONTACTING THE UNIVERSITY:

UNIT 3: Jennifer Wadds, (416) 978-6332, jennifer.wadds@utoronto.ca

UNIT 7: Lynn Ellwood, (416) 946-8723, lynn.ellwood@utoronto.ca

UNIT 9: Lynn Ellwood, (416) 946-8723, lynn.ellwood@utoronto.ca

RETURNING FORMS TO THE UNIVERSITY:

Midterm Assessment

An electronic copy of the assessment form and comments must be submitted within **2 business days** of completion by the student for review by the course instructor.

Final Assessment

An electronic copy of the assessment form and comments must be submitted by the student within **2 business days** of completion. Students are responsible for ensuring that the **ORIGINAL** copy of the final assessment, comments and the evidence for completion of Minimum Expectations are submitted by the due date as assigned by the course instructor. The assessment forms must be submitted in a **SIGNED SEALED** envelope with the clinical educator's signature over the sealed flap.

Please print:

Site Name: _____

Clinical Educator Names: _____

By signing below, you are indicating that the CE(s) and the student have viewed and discussed the completed evaluation.

Midterm

Final

Date of Assessment: _____

Date of Assessment: _____

Days absent: _____

Days absent (since midterm): _____

Clinical educators present at Assessment Conference: _____

Clinical educators present at Assessment Conference: _____

CE Signature: _____

CE Signature: _____

CE Signature: _____

CE Signature: _____

Student Signature: _____

Student Signature: _____