



TRINITY COLLEGE DUBLIN  
COLÁISTE NA TRÍÓNÓIDE  
BAILE ÁTHA CLIATH

## Student Clinical Competency Evaluation Form Level 2 Transition

**Student**

**Practice Educator**

**Clinic Location**

Placement dates From To

Number of days completed at mid placement review  at end of placement

**Caseload mainly** (Please tick)

0-5  Child  Adult  Older people

**Client group** (Please indicate main client groups served)

Acquired communication disorders	Autism Spectrum	Dev. Speech & Language
Craniofacial Conditions	Dysfluency	Dysphagia
Intellectual impairment	Mental Health	Physical impairment
Sensory Impairment	Voice	Other

### LEVEL 2

Students in transition will require a **moderate level of supervision, monitoring and feedback** to assess, diagnose, plan and implement therapy programmes. They will also need

- support to identify significant factors for clients with complex needs and to recognize the effects of general and clinical environmental factors on client management.
- guidance in the evaluation of therapy programmes and their impact on the clients and environments.
- reflection time, structured feedback and guidance to develop self monitoring of professional competencies

Rating	Descriptor
<b>Not Evident</b>	This skill was not demonstrated despite learning opportunities, supervision and support.
<b>Emerging</b>	The student <b>has not consistently demonstrated</b> acceptable levels of clinical skills.
<b>Evident</b>	The student <b>has consistently demonstrated</b> acceptable levels of clinical skills in this area with an appropriate level of supervision.
<b>Enhanced</b>	The student has demonstrated ability in this area that would be expected of a student at level 3.

Developing competencies should be evaluated and forms completed at the mid point and end of each placement by the key practice educator (in collaboration with other educators should there be others involved). The mid-placement evaluation should provide developmental feedback for the student and indicate if opportunities to develop the required competencies are available. If this evaluation indicates significant gaps in learning opportunities or in the ability of the student to avail of these the HEI should be notified. If opportunities have not arisen in the clinic to observe a student's competency in a specific area this item may be scored based on responses to a hypothetical clinical scenario presented by the practice educator. If the competency is rated in this manner this should be indicated in the comments section. The final evaluation should provide students with information on their current competency levels and this along with feedback from the practice educator should help the students to set new learning goals and develop a learning plan.

**Level 2 Rating indicators should be used to complete this form- 1 -**

## Professional Conduct

Students are expected to demonstrate a high level of professional conduct throughout their placement. Students should be made aware of any breaches in conduct as soon as they occur. Failure to maintain an acceptable level of professional conduct after one warning should be notified to the college. Persistent failure in any aspect of professional conduct will result in a student failing that placement.

	Mid placement		End of placement	
	Acceptable	Unacceptable	Acceptable	Unacceptable
Adheres to IASLT code of ethics				
Communicates with clients in a professional manner				
Obtains client consent in accordance with legal guidelines and the policies and procedures of the host agency				
Maintains all aspects of client confidentiality in accordance with legal and professional guidelines				
Maintains appropriate professional relationships with clients and carers				
Maintains appropriate professional relationships with colleagues				
Communicates with colleagues in a professional manner showing respect for their position, views and opinions				
Refrains from disparaging or unprofessional comments about the competencies of colleagues				
Adheres to the policies and procedures of the host agency e.g. health and safety, administration, record keeping etc.				
Shows punctuality in attendance, meeting deadlines and managing clinic time effectively				
Presents a professional image adhering to dress code and guidelines of the host agency				
Recognises own professional limits and competencies and works within professional boundaries				
Participates actively in developing own professional competencies				
<b>Comments:</b>				
<b>Student signature</b>				
<b>Practice Educator Signature</b>				
<b>Date</b>	<b>Mid</b>		<b>End</b>	

### Clinical assessment and planning

		Not Evident		Emerging		Evident		Enhanced		Comments
		Mid	End	Mid	End	Mid	End	Mid	End	
<b>1</b>	Collects and collates relevant client-related information systematically (e.g. case history, interviews and health records )									
<b>2</b>	Selects assessment procedures and tools (formal and informal) appropriate to the client's needs, abilities and cultural background									
<b>3</b>	Administers, records and scores a range of assessments accurately									
<b>4</b>	Analyses and interprets assessment findings using the professional knowledge base									
<b>5</b>	Formulates an appropriate diagnostic hypothesis									
<b>6</b>	Evaluates findings in light of client's needs and service resources									
<b>7</b>	Establishes clear long and short term objectives for intervention									
<b>8</b>	Demonstrates knowledge of the need for onward referral									
	<b>End of placement total</b>									

### Comments

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## Intervention

		Not Evident		Emerging		Evident		Enhanced		Comments
		Mid	End	Mid	End	Mid	End	Mid	End	
9.	Reports evaluation findings effectively orally and in writing									
10.	Maintains precise and concise therapy records									
11.	Carries out administrative tasks and maintains service records									
12.	Implements therapy using appropriate therapy techniques, materials and strategies									
13.	Continuously evaluates intervention and modifies programme as necessary									
14.	Adapts service delivery/ therapeutic approach in response to client/significant other needs									
15.	Evaluates intervention and contributes effectively to client's long term management and discharge plan									
16.	Observes, listens and responds to client/ significant other communications									
17.	Uses appropriate vocabulary, syntax, intonation, volume and rate for context									
18.	Introduces, presents, closes and evaluates session components									
19.	Facilitates client participation by using clear instructions, modelling etc during intervention									
20.	Uses prompts and clarification requests appropriately									
21.	Provides appropriate verbal and non-verbal feedback on client performance									
22.	Communicates and consults with relevant team members to progress the client management plan									
23.	Uses outcome measures to determine efficacy of intervention									
	<b>End of placement total</b>									

**Self evaluation and continuous professional development**

		Not Evident		Emerging		Evident		Enhanced		Comments
		Mid	End	Mid	End	Mid	End	Mid	End	
	<b>Competency</b>									
<b>24.</b>	Identifies, reflects and reports on own clinical strengths and learning goals									
<b>25.</b>	Uses learning resources appropriately to set and achieve learning objectives (e.g. feedback from practice educators, peers, books, videos, IT etc)									
	<b>End of placement total</b>									

**Student signature**

**Practice Educator Signature**

**Date**

Students should be provided with formative feedback at the end of placement with grades and marks disclosed in accordance with relevant college policy. All marks are subject to ratification by the college courts of examiners. Students who fail to demonstrate consistent competency in any area should be informed of this and a plan to develop that competency should be outlined by the student and practice educator.

Scores should be summarized on the tables 1 and 2 overleaf before returning the form to the HEI.

**Comments:**

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**Table 1 Scoring summary**

Competency area	Indicate number at each level			
	Not evident	Emerging	Evident	Enhanced
Clinical assessment and planning				
Intervention				
Self evaluation and continuous professional development				
<b>End of placement totals</b>				

Select the appropriate grade band from the totals on table 1 and mark grade and percentage under the appropriate college row of table 2 using the proportion of emerging / enhanced as a guide to deriving a percentage mark.

**Table 2 Competency rating table**

	Five or more competencies not evident or emerging will result in a failing grade.	The majority of competencies are evident with some (no more than 4) still emerging	The majority are evident with some enhanced and some (less than 4) still emerging	All competencies are present and some (4+) are enhanced with no more than 2 emerging	All competencies are present and at least one third (8+) are enhanced	All competencies are present and majority (16+) are enhanced
<b>Student grade and percentage</b>						
<b>UCC</b>	Fail	Pass	11.2	11.1	First	
		50-59%	60-64%	65-69%	70- 100%	
<b>Student mark</b>						
<b>NUIG</b>	Fail	Pass	11.2	11.1	First	
		50-54%	55-61%	62-69%	70-100%	
<b>Student mark</b>						
<b>UL</b>	Fail	Pass	Pass	Merit	Distinction	
		40-49	50-60%	61-67%	68%+	
<b>Student mark</b>						
<b>Trinity</b>	F2..... F1...	111	11.2	11.1	First	
	0 29 39	40-49	50-59	60- 69%	70- 100%	
<b>Student mark</b>						

Practice Educator Signature

Date

**Student evaluation forms should be returned to the HEI within two weeks of placement completion**