



TRINITY COLLEGE DUBLIN  
COLÁISTE NA TRÍONÓIDE  
BAILE ÁTHA CLIATH

## Student Clinical Competency Rating Indicators Level 1 Novice Clinician

### LEVEL 1:

Novice clinicians will **require specific direction** from the practice educator in all aspects of clinical work. They will also need

- guidance to develop a holistic approach to the client and clinical context.
- support to identify problems and solutions within the clinical context.
- time to focus on their own performance and reflect on developing competencies.
- structured feedback on developing competencies from practice educators effort.

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 required competencies are available. If this evaluation indicates significant gaps in learning 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.

The following broad guidelines should be followed in rating

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 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 2.

Detailed guidelines for marking each area of competency are outlined in following pages. The degree of supervision, direction, support and guidance required by individual students will vary according to caseload, client needs and stage of placement.

### Clinical assessment and planning

	<b>Competency</b>	<b>Not evident</b>	<b>Emerging</b>	<b>Evident</b>	<b>Enhanced</b>
<b>1</b>	Collects and collates relevant client-related information systematically (e.g. case history, interviews and health records)	Not demonstrated despite learning opportunities, supervision and support	Does not gather adequate information to inform clinical decision	Gathers information from client records and client/significant other	Demonstrates professional interviewing skills and shows awareness of gaps in the available information
<b>2</b>	Selects assessment procedures and tools (formal and informal) appropriate to the client's needs, abilities and cultural background	Not demonstrated despite learning opportunities, supervision and support	Has not demonstrated consistent ability to select assessment protocols	With direction identifies specific areas that need to be assessed and selects appropriate assessments from range of assessments in general use.	With guidance identifies specific areas that need to be assessed. Can select appropriate tools for detailed evaluation of specific aspects of the communication system based on theoretical rationale
<b>3</b>	Administers, records and scores a range of assessments accurately	Not demonstrated despite learning opportunities, supervision and support	The student has not demonstrated consistent accuracy in administering, recording and scoring of assessments	With direction demonstrates ability to administer, record and score assessments accurately.	Demonstrates ability to administer, record and score assessments accurately. Identifies need to change procedures in response to the client / context and modifies with guidance
<b>4</b>	Analyses and interprets assessment findings using the professional knowledge base	Not demonstrated despite learning opportunities, supervision and support	Has not demonstrated consistent use of professional knowledge in analyses and interpretation	Generates a list of communication strengths and weaknesses from assessment findings	Synthesizes relevant assessment findings to generate a tentative communication profile

**Clinical assessment and planning (continued)**

	<b>Competency</b>	<b>Not evident</b>	<b>Emerging</b>	<b>Evident</b>	<b>Enhanced</b>
<b>5</b>	Formulates an appropriate diagnostic hypothesis	Not demonstrated despite learning opportunities, supervision and support	Has not demonstrated consistent ability in formulating diagnostic hypotheses	With direction analyses and interprets information generated by the assessment to identify communication profiles and formulate a diagnostic hypothesis	With guidance combines assessment data with a holistic profile of the client to formulate a diagnostic hypothesis
<b>6</b>	Evaluates findings in light of client's needs and service resources	Not demonstrated despite learning opportunities, supervision and support	Has not demonstrated consistent ability to evaluate client needs in context	With direction evaluates assessment findings and diagnostic hypothesis to identify possible intervention approaches in conjunction with the practice educator	With guidance evaluates assessment findings and diagnostic hypothesis using the professional knowledge base and identifying service resource constraints in conjunction with practice educator
<b>7</b>	Establishes clear long and short term objectives for intervention	Not demonstrated despite learning opportunities, supervision and support	Has not demonstrated consistent ability in establishing intervention objectives	With direction generates long term goals and short term intervention objectives based on assessment findings and professional evidence base.	Generates long term goals and short term intervention objectives based on assessment findings and the professional evidence base
<b>8</b>	Demonstrates knowledge of the need for onward referral	Not demonstrated despite learning opportunities, supervision and support	Has not demonstrated consistent knowledge of the need for onward referral	Demonstrates awareness of professional remit and of own competencies but requires direction on appropriate referral	Demonstrates awareness of professional remit and own competencies Can suggest and request guidance on appropriate onward referral

**Intervention**

	<b>Competency</b>	<b>Not evident</b>	<b>Emerging</b>	<b>Evident</b>	<b>Enhanced</b>
9.	Reports evaluation findings effectively orally and in writing	Not demonstrated despite learning opportunities, supervision and support	Has not demonstrated consistent ability in reporting	With direction reports orally and in writing in a manner appropriate to all recipients while conforming to legal and professional guidelines	Independently reports all relevant information orally and in writing appropriately to all recipients. Conform with all legal and professional guidelines.
10.	Maintains precise and concise therapy records	Not demonstrated despite learning opportunities, supervision and support	The student has not demonstrated consistent ability in this skill.	With direction writes objective, legible, timely records conforming to legal and professional guidelines	Writes objective, legible, timely records conforming to legal and professional guidelines with guidance and feedback
11.	Carries out administrative tasks and maintains service records	Not demonstrated despite learning opportunities, supervision and support	The student has not demonstrated consistent ability in administrative tasks	With direction completes administrative tasks accurately and in a timely manner	With guidance completes administrative tasks accurately and in a timely manner
12.	Implements therapy using appropriate therapy techniques, materials and strategies	Not demonstrated despite learning opportunities, supervision and support	The student has not demonstrated consistent ability in implementing therapy	Shows evidence of pre placement preparation relevant to the caseload. With direction selects appropriate therapy materials, techniques and strategies and implements accurately	Shows evidence of pre placement preparation relevant to the caseload. With guidance and feedback selects appropriate therapy materials, techniques and strategies for clients presenting with common clinical communication profiles and implements therapy accurately

**Intervention** (continued)

	<b>Competency</b>	<b>Not evident</b>	<b>Emerging</b>	<b>Evident</b>	<b>Enhanced</b>
13.	Continuously evaluates intervention and modifies programme as necessary	Not demonstrated despite learning opportunities, supervision and support	The student has not demonstrated consistent ability in evaluating and adapting therapy.	With direction monitors and modifies intervention between sessions in response to client progress.	With guidance and feedback monitors and modifies intervention between sessions in response to client progress
14.	Adapts service delivery/ therapeutic approach in response to client/significant other needs	Not demonstrated despite learning opportunities, supervision and support	The student has not demonstrated consistent ability in adapting therapy approach.	With direction adapts service delivery/therapeutic approach between sessions in response to the client/significant other needs	Adapts service delivery /therapeutic approach between sessions in response to the client/ significant other needs with guidance and feedback
15.	Evaluates intervention and contributes effectively to clients long term management and discharge plan	Not demonstrated despite learning opportunities, supervision and support	The student has not demonstrated consistent ability in this skill	With direction devises an appropriate and relevant long term intervention and discharge plan for client	With guidance and feedback devises an appropriate and relevant long term intervention and discharge plan for client
16.	Observes, listens and responds to client/ significant other communications	Not demonstrated despite learning opportunities, supervision and support	The student has not shown consistent ability to observe / respond to client/ other communications	With direction observes and responds appropriately to client/significant other verbal and non-verbal communication	With guidance and direction observes and responds appropriately to client /significant other verbal and non-verbal communication

**Intervention** (continued)

	<b>Competency</b>	<b>Not evident</b>	<b>Emerging</b>	<b>Evident</b>	<b>Enhanced</b>
17.	Uses appropriate vocabulary, syntax, intonation, volume and rate for context	Not demonstrated despite learning opportunities, supervision and support	The student has not shown appropriate expressive communication skills consistently.	Demonstrates appropriate use of vocabulary, syntax, intonation, volume or rate for client and context with direction and modelling	Uses vocabulary, syntax, intonation, volume and rate for client/context appropriately for most of the session. With reflection, guidance and feedback can identify and modify inappropriate usage
18.	Introduces, presents, closes and evaluates session components	Not demonstrated despite learning opportunities, supervision and support	The student has not shown consistent ability in informing client of session aims, format and content	With direction and modelling can outline purpose, format and content of session components to client/significant other	Consistently outlines purpose, format and content of session components to client/significant other with guidance and feedback
19.	Facilitates client participation by using clear instruction, modelling etc during intervention	Not demonstrated despite learning opportunities, supervision and support	The student has not shown consistent ability in instructing client.	Facilitates client participation using appropriate instruction formats with direction/modeling from the practice educator	Facilitates client participation using appropriate instruction formats with guidance and feedback
20.	Uses prompts and clarification requests appropriately	Not demonstrated despite learning opportunities, supervision and support	Has not shown consistent ability in using prompts and clarification requests	With direction and modelling uses clarification requests and prompts to facilitate the intervention process	With guidance and feedback uses clarification requests / prompts to facilitate the intervention process

**Intervention** (continued)

	<b>Competency</b>	<b>Not evident</b>	<b>Emerging</b>	<b>Evident</b>	<b>Enhanced</b>
21.	Provides appropriate verbal and non-verbal feedback on client performance	Not demonstrated despite learning opportunities, supervision and support	Has not shown consistent ability to provide appropriate feedback to clients	With direction and modelling provides appropriate verbal and nonverbal feedback to the client/ significant other in response to their performance and achievements during therapy	With guidance and feedback provides appropriate verbal and nonverbal feedback to the client/ significant other in response to their performance during therapy
22.	Communicates and consults with relevant team members to progress the client management plan	Not demonstrated despite learning opportunities, supervision and support	Has not shown consistent ability in consulting with others on management plan	With direction and modelling seeks and gives appropriate client related information	With guidance seeks and gives appropriate client related information
23.	Uses outcome measures to determine efficacy of intervention	Not demonstrated despite learning opportunities, supervision and support	Has not demonstrated consistent ability in using outcome measures	With direction uses appropriate measures accurately to measure intervention outcomes.	Uses appropriate measures accurately to measure intervention outcomes with guidance

### Self evaluation and continuous professional development

	<b>Competency</b>	<b>Not evident</b>	<b>Emerging</b>	<b>Evident</b>	<b>Enhanced</b>
<b>24.</b>	Identifies, reflects and reports on own clinical strengths and learning goals	Not demonstrated despite learning opportunities, supervision and support	The student has not demonstrated consistent ability in this skill.	With specific direction and feedback reviews and identifies developing competencies and develops learning outcomes appropriate to the placement	With guidance and feedback reviews and identifies developing competencies and develops learning outcomes appropriate to the placement
<b>25.</b>	Uses learning resources appropriately to set and achieve learning objectives (e.g. feedback from practice educators, peers, books, videos, IT etc)	Not demonstrated despite learning opportunities, supervision and support	The student has not demonstrated consistent ability in setting and achieving own learning objectives.	Uses appropriate learning resources and demonstrates behavioural changes to meet learning objectives with direction	With guidance uses appropriate resources to set and achieve learning goals Demonstrates behavioural changes to meet learning objectives

Students should be provided with formative feedback at mid and 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.

Student evaluation forms should be returned to the HEI within two weeks of placement completion. They are retained in the HRI for the duration of their clinical education programme in accordance with data protection policies.