

Important Note: This is a SAMPLE of the evaluation form. It is not intended for entering and saving information. Any information entered here will not be saved.

Evaluation of Graduate Clinician Form's Score: 5

Who will be filling-up the form? : Clinical Educator, Admin, Student

Workflow Details: Clinical Educator fills the form, Admin reviews the form, Student views the form.

Notification Details: Low score notification activated.

Instructions

Please complete the evaluation below using the following rubric to rate the student's performance. The rubric describes both student performance and degree of clinical educator support for each level.

Please rate the student objectively, without reference to the number of semesters of clinic the student has had or any specific letter grade you would like to assign. Your evaluation alone does not determine the student's clinic grade. The student's overall grade will be determined by combining your evaluation with evaluations from other supervisors and their clinic class and will be compared to what is expected based on our knowledge of the student's previous experience. Your honest and objective feedback is sincerely appreciated.

Student Clinician Performance	Clinical Educator Support
1 - Skill Not Evident: Skill not evident or is implemented with difficulty. Student does not implement feedback to effectively change their behavior. Demonstrates incomplete understanding of clinical disorder/process. Observes & assists instructor. Difficulty focusing on client's/patient's needs.	Maximum Instruction: Clinical educator plans or executes service while student helps. Direct instruction, background information, and demonstration is necessary most of time. Patient service is provided by clinical educator.
2 - Emerging Skill: Student occasionally implements feedback to effectively change their behavior. Needs instruction to modify skill. Implements skill if previously discussed or modeled. Focused primarily on own needs and performance and less so on patient needs. Limited self-evaluation skills.	Constant Direction: Clinical educator directs/guides student through planning and/or session. Helps student understand relevant client/patient needs majority of time. Clarifies priorities. Provides post-appointment input to facilitate appropriate follow-up. Facilitates student self-evaluation.
3 - Inconsistent Skill: Skill is in development. Implemented appropriately but inconsistently. Student does not independently modify own behavior during session. Post-appointment, student aware of need to modify behavior, and able to identify some solutions, but may not use optimal methods.	Ongoing Guidance: Clinical Educator is actively involved during planning or during session. Input needed during appointment to ensure accurate, appropriate, and optimal services. Focus is on increasing student awareness of when and how to improve the skill. Instruction frequently required to facilitate understanding of patient needs.

4 - Consistent with Occasional Prompts: Skill implemented appropriately most of the time. Working on refining skill (i.e., increased consistency, efficiency, or effectiveness). During appointment student is aware of need for change and modifies own behavior some of the time. Initiates new suggestions some of the time.

Intermittent Prompting: Clinical educator monitors student plans and/or sessions, but is mostly hands-off. Gives prompts regarding patient needs and possible alternatives to consider some of the time. Seldomly intervenes during appointment.

5 - Consistent & Capable: CF Ready. In most situations, implements skills consistently and proficiently. Student modifies own behavior as needed. Demonstrates independent clinical problem-solving. Generates accurate self-evaluation.

Collaborative Input: Clinical educator is able to be almost entirely hands-off. Clinical educator confirms student hypotheses and plans most of the time. Collaborates with student regarding patient needs and suggests alternative areas to consider some of the time. Promotes student independence. Clinical educator does not need to intervene during an appointment.

Evaluation Of Graduate Clinician

Professionalism

Attendance & Timeliness.*

No concerns Minor concerns Major concerns

Professional Communication.*

No concerns Minor concerns Major concerns

Compliance with Policies.*

No concerns Minor concerns Major concerns

Personal Responsibility and Initiative.*

No concerns Minor concerns Major concerns

Infection Control and Cleanliness.*

No concerns Minor concerns Major concerns

Professionalism feedback: *

Clinical Interaction

Establish rapport with client.*

1 2 3 4 5 N/A

Incorporates client interests/priorities.*

1 2 3 4 5 N/A

Manages own emotions.*

1 2 3 4 5 N/A

Identifies and responds to client needs.*

1 2 3 4 5 N/A

Counseling skills.*

1 2 3 4 5 N/A

Manages client behavior.*

1 2 3 4 5 N/A

Clinical Interaction feedback: *

Evaluation

Hearing Screening.*

1 2 3 4 5 N/A

Collects case history.*

1 2 3 4 5 N/A

Selects appropriate evaluation procedures.*

1 2 3 4 5 N/A

Administers evaluation procedures correctly and efficiently.*

1 2 3 4 5 N/A

Adapts evaluation procedures as needed.*

1 2 3 4 5 N/A

Interprets and synthesizes information from evaluation.*

1 2 3 4 5 N/A

Develops appropriate diagnosis.*

1 2 3 4 5 N/A

Makes appropriate recommendations.*

1 2 3 4 5 N/A

Makes appropriate referrals.*

1 2 3 4 5 N/A

Evaluation feedback: *

Intervention

Develops or understands intervention plan.*

1 2 3 4 5 N/A

Implements intervention plan.*

1 2 3 4 5 N/A

Selects appropriate materials/activities for intervention.*

1 2 3 4 5 N/A

Accurately measures/evaluates client performance and progress.*

1 2 3 4 5 N/A

Modifies intervention as needed.*

1 2 3 4 5 N/A

Identifies and refers for services as needed.*

1 2 3 4 5 N/A

Intervention feedback: *

Oral and Written Communication

Written communication meets content, organizational, grammatical and word-choice expectations.*

1 2 3 4 5 N/A

Oral communication meets content, quantity, rate, tone, and word-choice expectations.*

1 2 3 4 5 N/A

Oral and Written Communication feedback: *

Please describe this student's top two strengths. *

Please identify one or two skills this student should prioritize moving forward. *