

BSc3 Clinical Portfolio Tasks

Assessment specification	Assessment criteria
<p><b>1. Building a communication profile (2&amp;3)</b> Portfolio task: 1500 words</p> <p>The task may be based on a new client or one whose speech and language therapy provision is under review.</p> <p>1) Interview or take a case history about someone with a communication or swallowing difficulty. This can be with a client, parent, relative, keyworker, teacher or other relevant person.</p> <p>2) Conduct an observation of your client to gather initial information.</p> <p>3) Provide a plan for the assessments (formal or informal) you will carry out with your client based on the observations and information gained.</p>	<ul style="list-style-type: none"> <li>• Summarise the key information from the case history, making links with the evidence base. You may wish to consider the following aspects: social, family, educational, work, health, cultural and linguistic backgrounds; emotional status; perceived strengths and needs; barriers to communication/swallowing; expectations and understanding of purpose of therapy.</li> <li>• Summarise your observations of the client.</li> <li>• Discuss how your case history information and observations enrich your understanding of the client's communication or swallowing profile.</li> <li>• Discuss a plan of assessments (formal and/or informal), providing a rationale for your selection.</li> <li>• Support your task with referenced theory and use a standard academic referencing system.</li> <li>• Present your work in a logical and professional manner.</li> </ul>
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<p><b>2. Therapy (4)</b> Portfolio task: 1000 words</p> <p>Plan and administer a therapy session. This may include indirect therapy (e.g. working through others); direct therapy (group or individual); communication or dysphagia therapy. If you are unsure what session to choose, discuss this with your clinical tutor.</p> <p>Write up the session to address each of the assessment criteria.</p>	<ul style="list-style-type: none"> <li>• Provides aim(s) of the session and relates these to relevant long term goal and SMART short term goals, acknowledging the context of this session in client's overall therapeutic management.</li> <li>• Discusses the rationale behind therapy approach, analysing the underpinning evidence base and considering the appropriateness of the approach for the individual.</li> <li>• Describes the therapy session succinctly, including; nature of task(s); feedback; facilitation strategies (planned and utilised) and outcomes.</li> <li>• Discusses clinical skills used to facilitate change in client's behaviour.</li> <li>• Evaluates own skills during session, including clinical decision making; style/nature/model of therapeutic interaction; impact of self.</li> <li>• Discusses implications of session for future management.</li> <li>• Support your task with referenced theory and use a standard academic referencing system.</li> <li>• Present your work in a logical and professional manner.</li> </ul>

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<p><b>3. Goal Planning and outcome measurement (5)</b> Portfolio task: 1000 words</p> <p>Write long term goals, short term goals and session goals for a client/group of clients and provide rationale to support your goal setting.</p> <p>Goals may relate to communication or dysphagia therapy/management. They may relate to individuals or a group. If you are providing group goals, you must also consider individual goals and discuss how these relate to the wider aims of the group. If you are unsure what goals to write up, discuss this with your clinical tutor.</p> <p>Ensure you address all the necessary assessment criteria.</p>	<p><b>Assessment criteria</b></p> <ul style="list-style-type: none"> <li>• Describe the communication profile (strengths and needs) of a client/group of clients, summarising the main findings from observations/assessments leading to your goal setting.</li> <li>• Outline the goals of a planned therapy programme in the light of these needs, specifically the long term goal/s, and short term goals that feed in to the LTG for the client.</li> <li>• Provide a clear rationale for developing these goals, making a clear link between the assessment findings or the client's communication needs and the goals you have devised.</li> <li>• Outline the steps needed to achieve each goal.</li> <li>• Describe how you will evaluate the programme (outcome measures).</li> <li>• Discuss the strengths and limitations of the proposed evaluation methods/outcome measures.</li> <li>• Describe how you will feedback the results of therapy to the client(s)/relevant others.</li> <li>• Support your task with referenced theory and use a standard academic referencing system.</li> <li>• Present your work in a logical and professional manner.</li> <li>•</li> </ul>
<p><b>Assessment specification</b></p> <p><b>4. Self Appraisal (9)</b> Portfolio task: 1000 words</p> <p>Choose a recent therapy/management session in which to appraise yourself. This may be a direct therapy session; indirect therapy session; group or individual session and can relate to any clinical area.</p> <p>Write a balanced self-appraisal and associated development plan focussing on clinical skill development.</p> <p>Ensure you use the assessment criteria to structure this evaluation.</p>	<p><b>Assessment criteria</b></p> <p><b>Write a summary of your strengths and development areas relating to clinical skill development. Identify 3 goals related to your development areas which you hope to address in your current/ future placements.</b></p> <ul style="list-style-type: none"> <li>• Summarise the context in which you have chosen to appraise yourself.</li> <li>• Analyse the influence of your self on the client and the results of the session; include three strengths and three areas to develop.</li> <li>• Identify three personal development goals which target the three areas for development and provide a rationale for addressing these.</li> <li>• Discuss necessary steps to achieving each goal and make clear your criteria for evaluating whether you achieve your goals.</li> <li>• Support your self-appraisal with referenced theory and use a standard academic referencing system.</li> <li>• Present your work in a logical and professional manner.</li> </ul> <p>(See tutorial on Clinical Portfolios in Week 5 of Autumn Term for more detailed information on clinical skills for this portfolio task.)</p>