

REPORT OF CLINICAL PROGRESS ON PLACEMENT

The form for recording a student's progress is identical to the Clinical Placement Assessment which is completed in the student's assigned assessment placement. This is to ensure that students have a clear understanding of their clinical skills which should enable them to establish appropriate goals for development.

REPORT OF CLINICAL PROGRESS ON PLACEMENT Department of Language and Communication Science City University, London

This form is to be completed independently by a) the practice educator and b) the student midway and at the end of the placement where relevant. Clinician and student should meet to discuss their respective evaluations prior to one, jointly agreed form being sent to the student's clinical tutor.

Six areas of performance are considered: observation and assessment, planning intervention, delivery of intervention, professional communication skills, clinical responsibility and self – appraisal and personal development. The percentage boxes alongside the target skills should be used as an approximate guide or checklist, through which to arrive at a percentage range for each section. in order to consider setting clinical objectives

The checklist should be used flexibly. Where a skill is not expected because of the student's stage on the course this should be indicated. Similarly, it is recognised that there may be limited opportunities to display some skills in certain settings. If an area is not applicable, this should be indicated. Definitions of the marking bands are provided below as a guide for considering target skills.

Report of Clinical Progress BSc3

PLACEMENT:

PRACTICE EDUCATOR NAME:

STUDENT NAME:

YEAR:

PLACEMENT TERM:

AUTUMN

SPRING

ASSESSMENT:

FORMATIVE
(This form only)

COMPONENTS

1. Information Gathering, Observation and Assessment	ACHIEVED	NOT ACHIEVED
2. Planning intervention	ACHIEVED	NOT ACHIEVED
3. Delivering intervention	ACHIEVED	NOT ACHIEVED
4. Clinical Responsibility	ACHIEVED	NOT ACHIEVED
5. Professional communication, self-appraisal and personal development	ACHIEVED	NOT ACHIEVED
OVERALL	ACHIEVED	NOT ACHIEVED

PRACTICE EDUCATOR SIGNATURE:

STUDENT SIGNATURE (FORMATIVE ONLY):

DATE:

DATE:

CLINICAL PLACEMENT ASSESSMENT DESCRIPTORS FOR BSc 3 STUDENTS

BSc3 students may fail one block only and pass overall. A pass for a block= 50% or more ticks in the pass section. If a student does not have an opportunity to complete a block or a criteria N/A is used.

1. Information Gathering, Observation and Assessment	BSc 3 FAIL	BSc 3 PASS	NA
1. Gathers appropriate information from clients and/or others (e.g. family, relevant others and services), and from written documentation (e.g. charts or reports) to develop client information profile	Incomplete or inadequate information gathered, with limited understanding of why the information is needed. Gathers information with too much or too little structure, without considering the needs or behaviours of others.	With some support identifies the relevant stakeholders to gather information from, and relevant clinical aspects to enquire about. Responsive to others' needs most of the time.	
2. Carries out structured and theoretically driven observations of clients and/or others (including carers/ family, other individuals, and professionals) in relevant environments	Incomplete or inadequate observational information collected. No reference to relevant research and evidence base to guide and interpret observations despite support given. Needs significant support to integrate information from different sources.	Collects observational information in mostly an organised and logical manner, enabling student/educator to make judgements regarding client/ others. With support uses research and evidence base to guide and interpret observations most of the time. With support able to integrate information from different sources to understand broader picture.	
3. Takes accurate notes or records during information gathering, observation and assessment	Note taking and recording is incomplete or inadequate, with key aspects essential for safe client care omitted. Record keeping is not contemporaneous.	Note taking and recording is mostly complete and adequate for safe client care.	
4. Formulates preliminary hypotheses (e.g. about client's skills & weaknesses or differential diagnosis) and identifies appropriate methods to test hypotheses (including further information gathering, observations or selecting appropriate assessments)	Suggests hypotheses without a clear rationale. Unable to analyse and critically evaluate information collected despite support given. Misinterprets information. Needs significant support to choose relevant assessment.	Suggests possible and appropriate hypotheses with some support, using evidence to justify claims. Analyses and critically evaluates the information collected with some support. Chooses obvious relevant assessments to test hypotheses with support.	
5. Discusses rationales for information gathering, observations and assessment choices with others (client, carer, other professional) in a meaningful and relevant manner	Does not discuss rationales with others or makes no attempt to respond to questions about rationales and demonstrates limited ability to express these to others in an appropriate way. Does not ask for support when necessary.	Makes attempts to express rationales to others, makes attempts to answer questions about rationales and asks for support when necessary. Considers the needs and interests of others when discussing rationales, and uses these when sharing information.	
6. Administers both formal & informal assessments in a supportive & professional manner	Incorrect administration of formal assessment, affecting the results gained despite significant support given. Unaware of need for representative unbiased information. Unable to administer informal assessment despite significant support.	Correct administration of formal assessment, and responsive to client's needs during assessment with support. Able to administer informal assessment with support.	
7. Draws conclusions (from information, observations & assessment data) and projects possible outcomes using research and evidence base	Despite significant support, unable to draw appropriate conclusions and outcomes. Needs significant support to link research and evidence base to information gained.	Requires some support to draw accurate conclusions about information gained, using research and evidence base where appropriate.	
8. Provides feedback on interpreted	Gives unclear, ambiguous, or inaccurate	Gives feedback on information gained, considering the	

observations and assessment findings to clients, family members, carers, the MDT and others in a meaningful and accessible manner	feedback on information gained despite support given. Needs significant support and advice on how to select and present feedback to relevant others.	needs and interests of others when doing so with some support.	
9. Ability to integrate findings with client's and/or other's priorities to identify appropriate goal areas	Requires significant support in order to integrate findings with client's and/or other's priorities to identify appropriate goal areas. Goal areas may not demonstrate a link to information gained. Does not consider how to involve the service user despite support given.	Requires support in order to appropriately balance client's priorities with own findings to generate goal areas. With support considers how to provide information to service users to enable them to make informed decisions.	
Comments:			

2. Planning intervention	BSc 3 FAIL	BSc 3 PASS	NA
1. Involves clients, carers, parents, statutory partners (e.g. health/social services/education) in the development of goals	Despite significant support unable to identify relevant others or understand the need to involve others in developing goals.	With support able to identify some relevant others and attempts to involve them in the development of goals	
2. Devises logical therapy plan that incorporates short term goals leading to long term goals.	Written therapy plans do not incorporate short term goals that lead to long term goals despite significant support	Requires minimal support to write a therapy plan that incorporated short term goals that lead to long term goals	
3. Formulates and expresses goals related to long and short term intervention (communication or eating and drinking) or communication enrichment goals that meet the clients' needs and fit with the ethos of the service	Despite significant support unable to consider clients' needs and service's ethos when formulating goals for most clients	With some support able to consider clients' needs as well as service's ethos when formulating goals for most clients	
4. Plans means of evaluating the effectiveness of speech and language therapy input (from the perspective of different people involved) e.g. outcome measurements, client and carer feedback	Despite support, unable to plan evaluation that is suitable for evaluating whether therapy has been effective	With support able to plan evaluation that is adequate but limited and does not consider a range of tools or people's views.	

5. Plans interesting intervention (e.g. 1:1, school programme, language enrichment) which is consistent with clients' needs and those of service, drawing on evidence based practice	Despite significant support, unable to plan interesting intervention which meets client's needs and those of service, drawing on evidence based practice	With some support, able to plan interesting intervention which meets client's needs and those of the service, drawing on evidence based practice	
6. Modifies goals in light of client's performance or feedback from others	Despite significant support unable to modify goals in light of client's performance or feedback from others	With some support, able to modify goals in light of client's performance or feedback from others	
7. Devises detailed and structured session plans.	Written session plans not clearly structured, content inappropriate and/or omits several key relevant sections in spite of support given	Written session plans structured with basic detail and content mostly appropriate. Includes the majority of the following: explicit aims/goals and objectives, relevance to individual/group needs and/or service, rationales, facilitation methods, explanation of activities and materials used and methods for measurement of outcomes	
8. Realistic in expectations of what others (parents/carers/other health and educational professionals) can provide and considers this in intervention planning	Despite significant support remains unrealistic in expectations of what others (parents/carers/other health and educational professionals) can provide and does not consider this in intervention planning	With support develops realistic expectations of what others (parents/carers/other health and educational professionals) can provide and considers this in intervention planning	
9. Plans intervention that is delivered by others e.g. therapy assistant, teaching assistant	Despite significant support, unable to plan appropriate intervention that can be delivered by others	With some support able to plan appropriate intervention that was delivered by others	
Comments:			

3. Delivering intervention	BSc 3 FAIL	BSc 3 PASS	NA
1. Builds a rapport with clients/carers/parents/service users/relevant others	Interacts in a manner which is not conducive to building rapport. This has an impact on delivery of intervention.	Mostly builds rapport effectively, allowing for productive interactions with clients, carers, etc.	
2. Explains communication/eating and drinking therapy or communication enrichment activities and their rationale to clients/carers/parents/service users/relevant others	Makes no attempts to explain therapy/activities to client. Despite significant support unable to adapt to the individuals' needs when providing explanations.	Explains activities/ therapy clearly with support. With support is able to adapt to the needs of the individual – using visual/written materials etc. as needed.	
3. Follows a plan flexibly, taking into consideration client's motivation, emotional and physical needs	Does not follow a plan effectively. Where planning has taken place, may stick to plan too rigidly, without taking the clients' needs into account.	Is able to deliver planned therapy activities. Also able to make appropriate adaptations based on the clients' needs, most of the time.	
4. Facilitates communication of clients	Few or no attempts to facilitate clients' communication.. Required considerable support to identify areas for improved facilitation.	Attempts to facilitate clients' communication but does not always select the appropriate type and degree of facilitation, and the appropriate time to facilitate. Requires support to identify areas for improved facilitation.	
5. Uses online decision making when delivering therapy	Unable to make decisions online, mainly sticking to a pre-determined plan or course of action and unable to reflect on this. Makes inappropriate online decisions.	Sometimes makes online decisions based on the clients' performance. Sometimes realizes that a decision needs to be made but needs time to think about it (i.e. not online). This informs future therapy planning.	
6. Paces intervention appropriately	Does not pace intervention appropriately based on the client's needs and is unable to reflect on this.	With support able to gauge the pace of intervention appropriately, clearly adapting to the varying needs of the client/s.	
7. Empowers carers/parents/service users/relevant others to support an individual's/group's communication and/or eating and drinking	Despite support, does not adequately carry out the work to empower relevant others. The student may focus exclusively on the direct intervention with the client.	With support considers the role of 'others' in supporting the client. With support carries out appropriate steps to empower others, providing information, support and guidance. Sometimes needs support to identify best ways to do so for more complex scenarios.	
8. Uses a range of differential feedback techniques during and after sessions that is appropriate for client, parent, carer or professional	Feedback tends to be undifferentiated, primarily taking the form of generic positive reinforcement. May attempt to give differential feedback, but is not usually successful at increasing clients' (or others') monitoring of targeted skills.	With support uses a range of feedback techniques which successfully helps clients' (or others') ability to monitor and improve targeted skills.	
9. Modifies own interactions with clients, professionals, parents and carers	Tends to interact with a range of people in an	With some support modifies interactions	

	undifferentiated way, without adapting to the needs of different people and/or to the changing needs of those individuals.	appropriately requiring more support when dealing with more complex issues or situations (e.g. team meetings).	
10. Works as part of a team in delivering intervention to enhance communication, eating and drinking	Tends to work in isolation and requires prompting in order to involve other members of the team.	Usually works effectively as part of a team, drawing on others' expertise and sharing information appropriately. May occasionally require prompting in order to do so.	
Comments:			

4. Clinical Responsibility	BSc 3 FAIL	BSc 3 PASS	NA
1. Takes responsibility for his/her own learning e.g. identifies learning needs/goals and identifies and undertakes reading drawing on evidence based practice and local policies	Despite prompting does not take responsibility for his/her own learning	Takes responsibility for his/her own learning	
2. Puts into practice an identified course of action for working with clients and/or peers/colleagues, and for addressing own learning needs	Does not put into practice identified course of action for working with clients and/or peers/colleagues, and for addressing own learning needs	Puts into practice identified course of action for working with clients and/or peers/colleagues, and for addressing own learning needs most of the time	
3. Organises own activities/materials and clinical time effectively	Despite significant support unable to organise own activities/materials and clinical time effectively	Requires some support to organise own activities/materials and clinical time effectively	
4. Fulfils all administrative and other assigned responsibilities (e.g. key worker responsibilities, audits, projects, health promotion, resource creation)	Despite significant support unable to fulfil administrative and other assigned responsibilities	Requires some support to be able to fulfil administrative and other assigned responsibilities	
5. Documents assessment results; keeps qualitative and quantitative progress notes; produces written reports/correspondence in accordance with the placement and HPC guidelines. Notes and reports include an analysis of observations/assessment/therapy.	Assessment results, progress notes and written reports/correspondance not kept or not written in accordance with the placement and HPC guidelines. Notes and reports do not include an analysis of observations/assessment/therapy.	Assessment results, progress notes and written reports/correspondance kept and written in accordance with the placement and HPC guidelines. Notes and reports include an analysis of observations/assessment/therapy	
6. Works in partnership with other professionals, support staff, service users, relatives, carers and other students	Unable to successfully work in partnership with other professionals, support staff, service users, relatives, carers and other students	Able to successfully work in partnership with other professionals, support staff, service users, relatives, carers and other students most of the time	
7. Demonstrates understanding of different roles within the teams and the overlap/boundaries between these roles.	Despite support does not understand different roles within the teams and the overlap/boundaries between these roles.	With some support demonstrates understanding of different roles within the teams and the overlap/boundaries between these roles.	
Comments:			

5. Professional communication, self-appraisal and personal development	BSc 3 FAIL	BSc 3 PASS	NA
1. Liaises with colleagues, family members and carers.	Makes no attempt to liaise with relevant others; is highly inappropriate in attempts to do so or needs excessive encouragement and support to liaise with others.	Student liaises with relevant others with support, in professional and appropriate manner.	
2. Engages in professional discussion about clients.	Student makes few or no attempts to discuss clients. They may have serious misunderstandings about clients or discusses clients in an inappropriate manner.	Student appropriately discusses clients' in a professional manner.	
3. Engages in open discussion about own learning needs and development using concrete examples and evidence of progress as part of a personal development plan.	Student is unable to discuss own performance or development or is not able to make accurate appraisal of their performance even with significant support e.g. student does not bring goals to the start of the placement; is unable to reflect on performance objectively; may make general claims about their performance without backing these up with specific examples; is unprofessional in their discussions or unable to think of strategies to further their development.	Student usually takes initiative in discussing own learning and development needs. They provide balanced objective self-appraisal, drawing on specific examples to support reflection. Students are able to self-generate some strategies to address identified needs and further their development.	
4. Shows initiative in following up ideas, accessing further information and resources in relation to identified development needs.	Student makes few or no attempts to follow up ideas/suggestions or requires a lot of support to do so.	With minimal support student follows up ideas/information following discussion with clinical educator. With minimal support the student is able to self-generate some ideas to guide further development or understanding.	
Comments:			

Personal development plan (e.g. personal, professional, clinical skills)

Please suggest three key areas for development for the next stage of clinical practice

1.

2.

3.

Once completed this form should be returned to the student's clinical tutor