**‘Unseen’ Clinical Examination Booklet for 4th years**

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| Student Name  |  |
| Placement Site |  |
| Practice Educator Name |  |
| Co-Examiner NameCo-Examiner Title |  |
| Date of trial exam |  |
| Date of exam |  |

In the 4th year block placement, all students complete a clinical exam with an ‘unseen’ client i.e. a client who the student has not worked with before. This takes place after a minimum of 16 days of placement have been completed. This is examined by the Practice Educator as well as either a Practice Tutor / Regional Placement Facilitator or academic staff member. This exam represents 40% of the Practice Education 4 Module.

At least one week before the clinical exam, the student completes a trial clinical exam.

There are several steps involved in the clinical exam which are detailed in the exam booklet:

1. Student submits session plan day before exam
2. Clinical session (observed by both examiners)
3. Student self-reflection using template in exam booklet
4. Viva, guided by questions in exam booklet

Using 1-4 above, student competencies are rated on the final page of the booklet. Examiners must use the Performance Indicators when rating the student competencies.

Students must be rated on at least 15 competencies in the exam – questions in the Viva will assist with rating competencies that may not be observed in the clinical session. 70% of competencies must be rated at least ‘Evident’ at Entry level to pass this exam. Final grade allocation sits with the College, however Practice Educators are generally advised of grading in direct correspondence with the College during placement.

Please note that administration of formal assessment is not permitted for the 4th year clinical exam.

Please return the clinical exam booklet to clinicalspeech\_PEC@tcd.ie

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|  | **Practice Educator Role** | **Student Role**  | **Date Completed** |
| **1** | **One ‘trial’ Clinical Exam (External College Examiner does not attend for this)** |
| 1a | Practice Educator identifies 1 client assessment for ‘trial’ clinical exam. This ‘trial’ clinical exam can take place at a convenient time for the service at least 1 week before the clinical exam and as part of typical SLT service delivery. The clinical presentation should be broadly in line with the expected ‘real’ exam patient e.g. fluency assessment and certainly representative of past clinical presentations on placement. Provide background information using template below. | Student submits session plan using the TCD session planning template *(p.6 of this booklet)* for ‘trial’ clinical exam the day before by time agreed with PE. |  |
| 1b | Practice Educator observes the student assessing the communicative and/or swallowing abilities of the client and reviews the student’s self-reflective report. No co-examiner needed. | Student completes the assessment session and the self-reflective report 45 mins after the session |  |
| 1c | Practice Educator provides formative feedback to students on session plan, assessment session and student self-reflective report. Copy of trial clinical exam paperwork is kept by PE & student. | Student develops a personal learning plan for further learning and clinical competency development based on the feedback received and trial clinical exam paperwork. |  |
|  | **Practice Educator Role** | **Student Role** | **Relevant Clinical Competencies** |
|  **2.** | **Clinical Exam**  |
| 2a | Practice Educator(s) **select** 1 client for the ‘unseen’ exam who the student has not worked with before and is unfamiliar to the student (i.e., a client who will be new to the student).  | Student continues to work on personal learning plan in advance of the clinical exam day. | As indicated. |
| 2b | **Two working days** in advance of the ‘unseen’ exam, the student is provided with **basic background information using template on p.7.** | Student reviews the information received and **submits a** **session plan by 5pm the day before the exam** to the Practice Educator(s) and Co-examiner  | 2, 6, 14 |
| 2c | Student is **observed by the examiners as the student assesses the communicative and/or swallowing abilities** of the client (**30-40 mins**). No formal assessment is allowed to be administered. | Student assesses the communicative and/or swallowing abilities of the client using informal assessments that align with **evidence-based practice**.  | 1, 2, 3, 10, 11, 17, 18, 19 |
| 2d | After the session, the student is provided with **45 minutes** to complete the **self-reflective report.** | Student completes the **self-reflective report** within the timeframe provided. | 1-20 |
| 2e | Once the **examiners have reviewed the completed report**, there will be a **30 min** **viva** to discuss the session and the student’s reflections on the session. This may include key assessment findings, diagnostic hypothesis, knowledge base in general principles of assessment, diagnosis, intervention, and management related to client group, disorder area, and/or service delivery.  | Student takes a **rest break** when the examiners are reviewing the completed self-reflective report.Then, student **participates in the viva**, and answers questions posed by the examiners. | 1, 2, 3, 4, 5, 6, 7, 8, 11, 12, 13, 14, 15, 20. |
| 2f | Students are **graded** based on the national student clinical competency evaluation framework (p.13). A **minimum of 15 clinical competencies must be rated.** (70% of those rated must be evident/plus in order to pass). | Student develops a **personal learning plan** for further learning and clinical competency development based on the feedback received. | 1-20 |

**Trial Clinical Exam**

**‘Trial’ Clinical Exam**

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| **Information provided to student in advance (use template overleaf)***Examples may include client file, referral note, details of last assessment, medical history, MDT report etc* |
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| Date Provided:  |
| Practice Educator:  |

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| **Key Feedback on Session Plan**  |
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| **Key Feedback on Session**  |
|  |
| **Key Feedback on Student Self-Reflective Report**  |
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| **Student’s Learning Plan Based on Feedback Received** |
|  |
| Date : |
| Practice Educator:  |
| Student:  |

**Clinical Exam**

**Background Information - Template**

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| **Inormation about ’unseen’ client provided to student 2 days in advance. This template can also be used for the trial clinical exam.** |
| Gender: \_\_\_\_\_\_\_\_\_\_ DOB: \_\_\_\_\_\_\_\_\_\_\_\_Social History: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Medical History: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Educational History: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Previous SLT: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_May be accompanied by: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Date Provided:  |
| Practice Educator:  |

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| **Priority Area** | **Measurable Objective** | **Techniques & Resources** | **Evidence (person, research evidence, clinical experience)** | **Carryover Activity if relevant** |
|  |  | **Step-up:****Step-down:** |  |  |
|  |  | **Step-up:****Step-down:** |  |  |
|  |  | **Step-up:****Step-down:** |  |  |

**Self-Reflective Report** to be completed by the student during the 45 mins self-reflection time after the ‘unseen’ exam session with the client:

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| **What went well?** *(relates to professional conduct competency 6)*  | * \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
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| **What would you change?***(relates to professional conduct competency 6)* | * \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
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| **Outline your key assessment findings***(relates to clinical competencies 1, 3, 4, 5, 20)* | * \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
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| **What is your diagnostic hypothesis? Why?***(relates to clinical competencies 4 & 5)* | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **What care pathway, service, and/or onward referral would you recommend?***(relates to clinical competencies 6, 7, 12, 13, 14, 20))* | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Identify 3 long term goals for the client***(relates to clinical competencies 1, 6, 12, 14, 20)* | 1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
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| **Identify 3 short term goals for the client** *(relates to clinical competencies 1, 6, 12, 14, 20)* | 1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
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| **What techniques and/or resources would you use to help you achieve those goals?***(relates to clinical competencies 2, 6,12, 13, 14, 16, 20)* | * \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
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| **What is the supporting evidence for your clinical decision making?***(relates to clinical competencies 2, 7, 12, 16, 20)* | * \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
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 |
| **Any other relevant information** *(relates to clinical competencies 1-20)* | * \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
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* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
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| **Viva****Sample Questions*****Note: this is not an exhaustive list.*** ***Questions can vary depending on the context and client group.*** |
| **General sample questions:** |
| * Please can you expand on your reflection on what went well / what you would change...
* Looking at your session plan, how would you evaluate the session?
* Was there anything unexpected in the session? How did you respond?
* What approach did you take and what is the theory behind it?
* Why did you decide to do / omit that task with the client?
* What do you think would be an appropriate long-term plan for this client?
* How do you think X impacted on today’s session? (e.g., hearing impairment, bilingualism, mobility, sensory impairment etc.)
 |
| **Sample questions based on a specific competency:** |
| * Please provide your rationale for your diagnostic hypothesis (comp. 5)
* What were some differential diagnoses you considered when interpreting your assessment data? Why did you rule these out? (comp. 5)
* Is there any other background information you would like to obtain? (comp 1)
* What other formal / informal assessment methods could you have used? (comp 2)
* Describe how you kept the client at the centre of your management? (comp 11)
* Do you think you need to liaise with any other professionals? (comp 13)
* Can you evaluate your own communication and therapeutic skills during the session? (comp 18)
* What intensity of intervention would you recommend for this client based on your goals and approach? Why? (comp 6)
 |
| **Other possible questions you think may be useful:** |
| **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |

**Record of Viva**

|  |  |  |
| --- | --- | --- |
| Question | Competency this relates to | Student answer |
|  |  |  |
|  |  |  |
|  |  |  |
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|  |  |  |

**Clinical Exam Feedback (students to take a copy)**

|  |
| --- |
| **Key Feedback on Session Plan**  |
|  |
| **Key Feedback on Clinical Session**  |
|  |
| **Key Feedback on Student Self-Reflective Report**  |
|  |
| **Suggestions for Student’s Learning Plan Based on Feedback Received** |
|  |
| Date : |
| Practice Educator:  |
| Student:  |

|  |
| --- |
| **NR** = Not Rated **NE** = Not evident **Em** = Emerging **Evid** = Evident **Plus** = Plus level*Students must be assessed on a minimum of 15 competencies and these will be evaluated proportionally.****To pass, 70% of the competencies rated have to be within the evident/plus range.*** |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | National Student Clinical Competency | NR | NE | Em | Evid | Plus |
| 1 | Collects and collates relevant client-related information systematically from case history, interviews and health records. |  |  |  |  |  |
| 2 | Applies theory to practice in the selection of formal and informal assessment procedures and tools appropriate to clients’ needs, abilities and cultural background.  |  |  |  |  |  |
| 3 | Administers, records and scores a range of assessments accurately. |  |  |  |  |  |
| 4 | Analyses, interprets and evaluates assessment findings using the professional knowledge base and client information. |  |  |  |  |  |
| 5 | Formulates appropriate diagnostic hypotheses linking assessment findings and client profile to theoretical knowledge. |  |  |  |  |  |
| 6 | Makes appropriate recommendations for management based on a holistic client profile. |  |  |  |  |  |
| 7 | Demonstrates understanding of indicators & procedures for onward referral. |  |  |  |  |  |
| 8 | Reports assessment findings orally in an appropriate professional manner to client/carer and team members. |  |  |  |  |  |
| 9 | Presents accurate written client reports conforming to professional and legal guidelines and appropriate to the needs of all recipients. |  |  |  |  |  |
| 10 | Demonstrates the ability to provide clients and carers with information in appropriate formats to facilitate decision-making and informed consent. |  |  |  |  |  |
| 11 | Demonstrates the ability to consult and collaborate with clients/carers when developing management plans. |  |  |  |  |  |
| 12 | Determines care pathways for clients based on client needs, service resources and the professional evidence base. |  |  |  |  |  |
| 13 | Recognises the roles of other team members and consults and collaborates appropriately to develop and implement client management plans. |  |  |  |  |  |
| 14 | Writes holistic management plans incorporating short and long-term goals in session, episode and discharge plans. |  |  |  |  |  |
| 15 | Maintains precise and concise therapy records, carries out administrative tasks and maintains service records. |  |  |  |  |  |
| 16 | Implements therapy using theoretically grounded, evidence based techniques and resources. |  |  |  |  |  |
| 17 | Introduces, presents and closes all clinical sessions clearly in a client centred way. |  |  |  |  |  |
| 18 | Demonstrates appropriate communication and therapeutic skills during all interactions including:* Observing, listening and responding to client/carer
* Using appropriate vocabulary and syntax
* Using appropriate intonation, volume and rate
* Using appropriate modelling, expansions and recasting
* Using appropriate and varied prompts and cues.
 |  |  |  |  |  |
| 19 | Provides appropriate verbal and non-verbal feedback and direction to client/carer/team member on performance during a clinical interaction. |  |  |  |  |  |
| 20 | Continuously evaluates intervention efficacy and modifies intervention and discharge plans as required. |  |  |  |  |  |
|  | **Totals:** |  |  |  |  |  |

Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ *Practice Educator \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Co-Examiner*

**Return this form to Practice Education Coordinator, Dept. of Clinical Speech & Language Studies, 7-9 South Leinster Street, Trinity College, Dublin 2 or via** **clinicalspeech\_PEC@Tcd.ie**

**Department of Clinical Speech and Language Studies**

**Practice Education Marking Scheme: Clinical Exam & Viva**

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| --- |
| NB: For JS, student is rated on 10 competencies. For SS, student is rated on 15 competencies |
| Grade Band | **F2****0-29%** | **F1****30-39%** | **III****40-49%** | **II.2****50-59%** | **II.1****60-69%** | **I****70-100%** |
| Description of Grade | Less than 70% of *rated* competencies are evident with 31% or more competencies below evident. Grade is allocated based on % competencies not evident. | 70% of *rated* competencies are evident with 30% or less below evident. No competencies are at plus level. Grade is allocated based on % competencies not evident. | 80% of *rated* competencies are evident. Grade is allocated based on % competencies at plus level. | 90% of *rated* competencies are evident. Grade is allocated based on % competencies at plus level. | All *rated* competencies are evident. Grade is allocated based on % competencies at plus level. |
| Proportion of competencies | 56% or more not evident; 51-55% not evident; 46-50% not evident | 41-45% not evident; 36-40% not evident; 31-35% not evident | 27-30% not evident; 24-26% not evident; 20-23% not evident | 0% plus; 1-10% plus; 11-19% plus | 20-22% plus; 23-25% plus; 26-29% plus | 30-45% plus; 46-60% plus; 61-75% plus; 76% plus or more |
| Grade Percentage Allocated | **20%, 24%, 28%** | **30%, 34%, 38%** | **40%, 44%, 48%** | **50%, 54%, 58%** | **60%, 64%, 68%** | **70%, 75%, 80%, 85%** |

**Department of Clinical Speech and Language Studies**