



Practice Education Clinical Examination Form: 2nd/ 3rd years

Student:

Year:

Practice Educator 1:

Clinic:

Practice Educator 2:

Date: Block Weekly Other (Specify)

On the day of the exam the student is observed working with a '**seen**' client (i.e. a client they have been working with during the placement, or a client from a client group they have been working with during placement). **For 2nd years, the exam will be an assessment session and for 3rd years the exam will be a therapy session.** A colleague can act as a co-examiner. Marking is based on the information provided in the box below and how the students' competencies are mapped on page 3.

- (i) **File** (File is examined for evidence that competencies in relation to maintaining clinical records are developing, either before or after the session)

- (ii) **Presentation** (Student is required to give a brief oral summary (< 5 mins) of the client e.g. relevant history, diagnosis, previous assessment/therapy)

- (iii) **Clinical Session** (The student is observed working with client by 2 examiners, either separately or in turn)

- (iv) **Viva** (The clinical session is followed by a short viva. Sample questions are provided overleaf)

- (v) **Map student's clinical competencies on p.3** (based on (i) to (iv) above)



Signed: _____ Practice Educator 1



Signed: _____ Practice Educator 2



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Sample Questions

Note: this is not an exhaustive list.

Questions can vary depending on the context and client group.

General sample questions:

- Can you tell me three things that worked well and one thing you'd change?
- Looking at your session plan, how would you evaluate the session?
- What approach did you take and what is the theory behind it?
- Why did you decide to do that task with the client?
- What's the 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:

- Is there any other background information you would like to obtain? (competency no. 1)
- What other assessments could you have used? (competency no. 2)
- What does X score on the assessment mean? (competency no.4)
- Describe how you kept the client at the centre of your management? (competency no. 11)
- Do you think you need to liaise with any other professionals? (competency no. 13)
- Can you evaluate your own communication and therapeutic skills during the session? (competency no. 18)
- How would you modify your goals for the next session? (competency no. 20)

Other possible questions you think may be useful:



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Student:

Year:

NE = Not evident **Em** = Emerging **Evid** = Evident **Plus** = Plus level

2nd year students must be assessed on a minimum of 7 competencies

3rd year students must be assessed on a minimum of 10 competencies

To pass, 70% of the competencies rated have to be within evident/plus range

National Student Clinical Competency		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 the indicators and 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: <ul style="list-style-type: none"> o Observing, listening and responding to client/carer o Using appropriate vocabulary and syntax o Using appropriate intonation, volume and rate o Using appropriate modelling, expansions and recasting o 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:					

Note: To pass the exam, 70% of the competencies you rated must be evident or plus