



AuD Skills Competency Evaluation

Student: _____

Supervisor: _____

Date: _____

Site: _____

Skills Assessment Detail

The competency statements that comprise this document have been designed for the purpose of practicum goal-setting and the monitoring and evaluating of students' clinical performance. The organizational structure is designed to enable our program to determine if and when a student has mastered the specific skill competencies identified on our certification standards. The specific competency statements from the standards that the student is required to master and are addressed with this evaluation form are shown on the last page of this packet. The competencies are categorized into four skill areas; Specific Evaluation Skills, Specific Treatment Skills, General Clinical Skills, and Professional Skills.

The following table displays the desired performance rubric to use in evaluating students' clinical performance. Use the scale numbers to indicate the student's level of performance for the competencies appropriate to the particular clinical experience. It is not anticipated that each of the listed competencies on the form will be evaluated for each clinical experience. Enter a performance level value only for those specific skill competencies the student demonstrated in this clinical experience. Leave the other skill competencies blank. Comments can be entered for each specific skill category.

Performance Rubric

1. Not Evident	Competency/skill not evident; Requires constant supervisory modeling/ intervention
2. Emerging	Competency/skill emerging; Requires frequent supervisory instruction
3. Developing	Competency/skill present but needs further development; Requires frequent supervisory monitoring
4. Refining	Competency/skill developed but needs refinement and/or consistency; Requires infrequent supervisory monitoring
5. Independent	Competency/skill well-developed and consistent; Requires guidance and/or consultation only

Clinical Hours

Diagnosis	Hours	Speech/Language	Hours
Child		Diagnosis	
Adult		Treatment	
Amplification		Professional	
Child		Related Areas	
Adult		Staffing	
Aural Rehabilitation		Observation	



AuD Skills Competency Evaluation

Student: _____

Performance Levels
1. Absent
2. Emerging
3. Present
4. Developed
5. Consistent

Evaluation							
Preparation/Planning		Evaluation Procedures			Information Management		
	Evaluate referral information for assessment planning		Screen for hearing impairment		Conduct immitance audiometry		Document procedures and results
	Obtain case history		Screen for speech/language		Conduct AEP testing		Interpret results to establish type and severity of loss
			Perform otoscopy		Conduct vestibular evaluation		Counsel patient/family re: results and treatment rx
			Conduct pure tone air/bone, with and without masking		Conduct vestibular repositioning maneuvers		Generate appropriate rx and referrals
			Conduct speech audiometry		Conduct CAPD evaluation		
			Conduct OAE audiometry		Conduct AR Assessment		
Evaluation Comments							

Treatment							
Preparation/Planning		Intervention Procedures – Amplification and AR			Information Management		
	Develop appropriate treatment plan		Conduct hearing aid evaluation		Assess amplification system – subjective/behavioral		Document treatment procedures and results
	Determine need for cerumen removal		Select and recommend appropriate amplification		Provide amplification orientation		Assess treatment efficacy
	Establish tx admission and discharge criteria		Correctly fit and dispense amplification		Provide aural rehabilitation		Monitor and summarize treatment outcomes
			Assess amplification system – electroacoustic analysis		Assess for, counsel, and fit other assistive devices		Counsel patient/family/other re: treatment outcomes
			Assess amplification system – real ear measures		Assess for, counsel, and manage other sensory devices (CI)		Generate appropriate rx and referrals
Treatment Comments							



AuD Skills Competency Evaluation

Performance Levels
1. Absent
2. Emerging
3. Present
4. Developed
5. Consistent

General Clinical Skills

Special Populations		Interaction Skills		Information Management		Instrumentation	
	Modifies techniques for pediatric patients		Works effectively with patients from diverse backgrounds		Appropriately documents procedures and results		Assesses and maintains equipment calibration
	Modifies techniques for geriatric patients		Interviews and counsels patients/families effectively		Synthesize information and make decisions on patient		Uses instruments according to specs and recommendations
	Modifies techniques for difficult-to-test patients		Establishes and maintains rapport		Produce acceptable written reports and log notes		
			Collaborates with relevant professionals as necessary		Complete patient care documentation		
			Serves as patient/family advocate		Correctly completes billing forms		
General Clinical Skills Comments							

Professional Skills

	Projects a professional attitude and demeanor		Punctual for all clinical sessions as well as meetings		Adheres to AAA and ASHA Codes of Ethics		Maximizes learning opportunities provided by each clinical assignment
	Maintains professional appearance and conduct						
Professional Skills Comments							

CCC Competency Standards

Standard IV-C. Prevention and Identification. The applicant must be competent in the prevention and identification of auditory and vestibular disorders. At a minimum, applicants must have the knowledge and skills necessary to:	Standard IV-D. Evaluation. The applicant must be competent in the evaluation of individuals with suspected disorders of auditory, balance, communication, and related systems. At a minimum, applicants must have the knowledge and skills necessary to:	Standard IV-E. Treatment. The applicant must be competent in the treatment of individuals with auditory, balance, and related communication disorders. At a minimum, applicants must have the knowledge and skills necessary to:
<p>C1. Interact effectively with patients, families, other appropriate individuals and professionals.</p> <p>C2. Prevent the onset and minimize the development of communication disorders.</p> <p>C3. Identify individuals at risk for hearing impairment.</p> <p>C4. Screen individuals for hearing impairment and disability/handicap using clinically appropriate and culturally sensitive screening measures.</p> <p>C5. Screen individuals for speech and language impairments and other factors affecting communication function using clinically appropriate and culturally sensitive screening measures.</p> <p>C6. Administer conservation programs designed to reduce the effects of noise exposure and of agents that are toxic to the auditory and vestibular systems.</p>	<p>D1. Interact effectively with patients, families, other appropriate individuals and professionals.</p> <p>D2. Evaluate information from appropriate sources to facilitate assessment planning.</p> <p>D3. Obtain a case history.</p> <p>D4. Perform an otoscopic examination.</p> <p>D5. Determine the need for cerumen removal.</p> <p>D6. Administer clinically appropriate and culturally sensitive assessment measures.</p> <p>D7. Perform audiologic assessment using physiologic, psychophysical, and self-assessment measures.</p> <p>D8. Perform electrodiagnostic test procedures.</p> <p>D9. Perform balance system assessment and determine the need for balance rehabilitation.</p> <p>D10. Perform aural rehabilitation assessment.</p> <p>D11. Document evaluation procedures and results.</p> <p>D12. Interpret results of the evaluation to establish type and severity of disorder.</p> <p>D13. Generate recommendations and referrals resulting from the evaluation process.</p> <p>D14. Provide counseling to facilitate understanding of the auditory or balance disorder.</p> <p>D15. Maintain records in a manner consistent with legal and professional standards.</p> <p>D16. Communicate results and recommendations orally and in writing to the patient and other appropriate individual(s).</p> <p>D17. Use instrumentation according to manufacturer's specifications and recommendations.</p> <p>D18. Determine whether instrumentation is in calibration according to accepted standards.</p>	<p>E1. Interact effectively with patients, families, other appropriate individuals, and professionals.</p> <p>E2. Develop and implement treatment plan using appropriate data.</p> <p>E3. Discuss prognosis and treatment options with appropriate individuals.</p> <p>E4. Counsel patients, families, and other appropriate individuals.</p> <p>E5. Develop culturally sensitive and age appropriate management strategies.</p> <p>E6. Collaborate with other service providers in case coordination.</p> <p>E7. Perform hearing aid, assistive listening device, and sensory aid assessment.</p> <p>E8. Recommend, dispense, and service prosthetic and assistive devices.</p> <p>E9. Provide hearing aid, assistive listening device, and sensory aid orientation.</p> <p>E10. Conduct aural rehabilitation.</p> <p>E11. Monitor and summarize treatment progress and outcomes.</p> <p>E12. Assess efficacy of interventions for auditory and balance disorders.</p> <p>E13. Establish treatment admission and discharge criteria.</p> <p>E14. Serve as an advocate for patients, families, and other appropriate individuals.</p> <p>E15. Document treatment procedures and results.</p> <p>E16. Maintain records in a manner consistent with legal and professional standards.</p> <p>E17. Communicate results, recommendations, and progress to appropriate individual(s).</p> <p>E18. Use instrumentation according to manufacturer's specifications and recommendations.</p> <p>E19. Determine whether instrumentation is calibration according to accepted standards.</p>