

**Department of Speech-Language Pathology and Audiology University of Pretoria**  
**Evaluation Form ODL\_\_\_\_\_**

**Student name**  
**Supervisor**

**Date**

**Dear Student:**

Your audiology assessments and intervention sessions with clients are evaluated according to the five stages of the **Structure of Observed Learning Outcomes [SOLO]** (Biggs & Collins, 1982; Biggs & Tang 2007). The aim is that you conduct assessments and intervention (therapy) on a relational (Stage 4) and highly creative level (Stage 5). The evaluation form is designed to help you gain insight into your level of practice; to expand on your strong points and build on your needs. As healthcare professionals, our aim is to do the best we can for our clients.

- **Stage 1 Pre-structural:** You only pay attention to minor aspects of the client’s problem, no connections are made to integrate the areas of difficulty, and there is no organisation of your work. No evidence of planning beforehand. Your involvement does not make a difference. The client may be put at risk or even be harmed, thus maximum support is required. **(≤40%)**
- **Stage 2 Unistructural:** You made obvious or few connections between the client’s history, risks, assessment findings, or intervention goals, but you did not show that you grasped the significance of the connections. Limited evidence of planning beforehand. Inappropriate assessment or intervention approaches may have been used and maximum support is required. **(41-49%)**
- **Stage 3 Multistructural:** Several appropriate principles, goals, strategies and techniques were applied but the meta-connections between them and how to relate them to your client’s multiple areas of difficulty and functioning, and the significance of connections, were missed. Planning was evident but could be more comprehensive. **(50-64%)**
- **Stage 4 Relational:** Principles, goals, strategies and ideas were linked together so that it is clear that you understand the **BIG PICTURE** of the client, his/her functioning and your role as an SLT/A. Your assessment or intervention is on a relational level. In your assessment or intervention, and reflection about it, you can compare, contrast, and explain, critically evaluate, analyse, sequence, organise, apply and classify your ideas and actions. Planning was thorough. You understand the significance of the parts in relation to the whole. Minimal support is required. **(65-74%)**
- **Stage 5 Extended abstract:** You look at assessment or intervention principles, goals, strategies and techniques in a new and different way. You can generalise, predict, evaluate, reflect, justify, construct a framework for your client’s intervention and create a new perspective on areas of strength and need. You made connections not only within your practice and learning, but also beyond. You generalized and transferred the principles and ideas underlying evidence-based practice. Planning was comprehensive and considers the client’s functioning within everyday life. Minimal support is required. **(≥75%)**

<b>Professional Conduct &amp; Feedback</b>	<b>Comments</b>	<b>Mark</b>
Shows regard for client’s expectations and emotional state		<b>/10</b>
Complies adequately with all parameters (reliability, punctuality, hygiene, organisational skills, preparation)		
Demonstrates appropriate counselling skills, consistent with person-centred care (PCC): active listening, reflecting rephrasing, summarizing, essential components of PCC		
Provides support when client experiences failure		
Consults with relevant stakeholders and provides information to role players		

Provided input during feedback with self-reflection		
Demonstrate self-awareness of communication strengths and ability to reflect on skills that need practice		
Frame the diagnosis in terms of the clients original concerns		
Demonstrates accountability and self-awareness		
<b>Management and considerations (Report)</b>	<b>Comments</b>	<b>Mark</b>
File complete		/20
Previous results displayed		
Application of evidence-based practice and critical thinking		
Report - editorial care, accurate information, integration of findings		
Parent-child interaction (if applicable)		
Socio-economic difficulties		
Limited time and material resources at home/ school/ hospital/community		
Managed language barriers and Low-literacy (if applicable)		
<b>Assessment (if applicable)</b>	<b>Comments</b>	
Flexibility particularly with un-booked client		/60
Instructions clear and appropriate		
Familiar and competent with equipment/assessment and treatment materials use		
Problem-solving		
Makes use of reinforcement		
Knowledge of normative values		
Accurate documentation of findings		
Integrating test finding accurately		
Deductions, recommendations, insight		
Diagnosis is accurate		
Applies techniques and procedures		
Applies feedback from supervisor effectively		
Application of evidence based practise		
Appropriate selection and implementation of activities and equipment		
Records information correctly in file		
Appropriate referrals if necessary		
Apply person-centred communication skills to conduct a thorough case history		
Apply person-centred communication skills to assess communication needs of client and communication partners		
<b>Intervention skills &amp; Insight (if applicable)</b>	<b>Comments</b>	<b>Mark</b>
Assigns priorities and evaluates key issues		

Use shared decision-making to choose among treatment options in collaboration with patient/family, as appropriate.		<b>/60</b>
Achieves goals		
Approach is integrative, eclectic and flexible		
Demonstrates an understanding of principles of treatment		
Positioning and presentation (positioning, control, joint attention, shared meaning, appropriate use of voice, turn taking)		
Therapeutic skills (language level, flexibility, promotes conversation, promotes audition)		
Develop person-centred treatment plans that demonstrate collaboration with client and significant others		
<b>Overall</b>	<b>Comments</b>	<b>Mark</b>
Understanding and application of theoretical underpinnings and course-content		<b>/10</b>
Minimal support required from supervisors		
Clinical reasoning and self-reflection		
Incorporates independent literature		
Makes use of a team-based approach		
Application of person- and family-centred care and ICF		
Cultural sensitivity and competency		
<b>Comments or areas of concern</b>		

**Final Mark Allocation**

Solo stage: \_\_\_\_\_ = \_\_\_\_\_ %