



**McGill**

Faculty of  
Medicine and  
Health Sciences

School of  
Communication Sciences  
and Disorders



## Canadian Assessment of Clinical Competence (ACC)

Student:	
Dates of Practicum:	
Practicum Site:	
City:	
Province/State:	
Name(s) of CE(s):	

Please refer to the instructions, available for Clinical Educators on *myCourses*, before completing the Assessment of Clinical Competence.

NB: Throughout the Form 'Clinical Educator' is abbreviated to CE.

## Canadian Assessment of Clinical Competence (ACC) – Speech-Language Pathology

### 1. Role of Expert

Speech-language pathologists apply their knowledge of the development and disorders of communication, as well as feeding and swallowing, together with their assessment and intervention skills to provide professional, client-centred care to individuals across the lifespan. This role is central to the function of speech-language pathologists.

#### 1.1 Knowledge Expert

**1.1.a. Applies profession-specific knowledge to prevent, identify and manage communication disorders and feeding and swallowing disorders.**

	Unsatisfactory	Early Novice	Novice	Advanced Novice	Intermediate	Advanced Intermediate	Entry to Practice
Midterm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**1.1.b. Applies basic knowledge from relevant fields (e.g., audiology, physiology, psychology) to guide decisions in regards to communication and feeding and swallowing.**

	Unsatisfactory	Early Novice	Novice	Advanced Novice	Intermediate	Advanced Intermediate	Entry to Practice
Midterm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**1.1.c. Uses evidence and clinical reasoning to guide professional decisions.**

- Critically appraises research and other available evidence to inform clinical practice.
- Applies clinical reasoning skills to clinical practice.

	Unsatisfactory	Early Novice	Novice	Advanced Novice	Intermediate	Advanced Intermediate	Entry to Practice
Midterm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### Midterm Comments:

Strengths	Areas for Development

**Final Comments:**

Strengths	Areas for Development

**1.2 Clinical Expert - Assessment****1.2.a. Identifies individuals requiring speech-language pathology services.**

- Collects and reviews information from relevant sources (e.g., referrals, reports, consultation) to determine an individual's need for a speech-language pathology assessment.
- Engages in screening programs (e.g., infant, school-aged, feeding and swallowing) to identify individuals requiring speech-language pathology services.

	Not Applicable	Unsatisfactory	Early Novice	Novice	Advanced Novice	Intermediate	Advanced Intermediate	Entry to Practice
Midterm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**1.2.b. Plans an assessment.**

- Collects and analyzes pertinent information prior to the assessment, including intake information and previous reports.
- Formulates hypotheses regarding the nature of the client's communication and/or feeding and swallowing abilities and needs.
- Selects appropriate tools, strategies and resources that will address the unique needs of the client (e.g., multilingualism, hearing impairment, attention).

	Not Applicable	Unsatisfactory	Early Novice	Novice	Advanced Novice	Intermediate	Advanced Intermediate	Entry to Practice
Midterm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**1.2.c. Conducts an assessment.**

- Organizes the environment for optimal interaction.
- Conducts a clinical interview with the client and other relevant individuals.
- Administers valid, accurate and reliable assessment measures and/or procedures (quantitative and/or qualitative), as appropriate.
- Demonstrates flexibility and creativity in adapting to unexpected circumstances.
- Actively listens to, observes and documents all components of communication and/or feeding and swallowing.
- Manages behaviours within the assessment session.

	Not Applicable	Unsatisfactory	Early Novice	Novice	Advanced Novice	Intermediate	Advanced Intermediate	Entry to Practice
Midterm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**1.2.d. Analyzes and interprets assessment results.**

- Scores and interprets standardized tests according to test protocols.
- Analyzes formal, informal, quantitative and qualitative assessment results.
- Formulates conclusions regarding the client’s diagnosis, prognosis, abilities, resources and needs.

	Not Applicable	Unsatisfactory	Early Novice	Novice	Advanced Novice	Intermediate	Advanced Intermediate	Entry to Practice
Midterm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**1.2.e. Develops and shares recommendations based on assessment results.**

- Develops evidence-informed recommendations, including potential referrals to other professionals, based on the assessment findings.
- Discusses the assessment results, recommendations and implications with the client and other relevant individuals.

	Not Applicable	Unsatisfactory	Early Novice	Novice	Advanced Novice	Intermediate	Advanced Intermediate	Entry to Practice
Midterm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Midterm Comments:**

Strengths	Areas for Development

**Final Comments:**

Strengths	Areas for Development

### 1.3. Clinical Expert - Intervention

#### 1.3.a. Develops a realistic, evidence-informed and measurable intervention plan.

- Establishes and prioritizes long-term intervention goals that reflect the client's strengths, needs, values, expectations and constraints.
- Develops specific, measurable, realistic, time-limited, short-term goals to reach the functional long-term intervention goals.
- Selects direct and/or indirect service delivery model(s), as appropriate.
- Determines the resources and timelines required for the intervention.
- Develops activities and outcome measures that align with the client's goals.

	Not Applicable	Unsatisfactory	Early Novice	Novice	Advanced Novice	Intermediate	Advanced Intermediate	Entry to Practice
Midterm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### 1.3.b. Implements an intervention plan.

- Organizes the environment for optimal interaction.
- Conducts the intervention using the appropriate modalities, materials and technologies, modifying as appropriate.
- Demonstrates flexibility and creativity in adapting to unexpected circumstances.
- Measures and records the client's response to intervention.
- Manages behaviours within the intervention session.
- Provides appropriate feedback and modelling to the client.
- Provides the client, family and/or significant others with education, support, training and counselling, relating to communication, feeding and/or swallowing.
- Refers to other healthcare or educational professionals, as required.

	Not Applicable	Unsatisfactory	Early Novice	Novice	Advanced Novice	Intermediate	Advanced Intermediate	Entry to Practice
Midterm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### 1.3.c. Monitors, adapts and/or redesigns an intervention plan based on the client's responses and needs.

- Evaluates the outcomes of the intervention on an ongoing basis.
- Modifies the goals and/or intervention approach, as appropriate and in consultation with the client.
- Discontinues the intervention, as appropriate, and plans for transition to other services, as needed.

	Not Applicable	Unsatisfactory	Early Novice	Novice	Advanced Novice	Intermediate	Advanced Intermediate	Entry to Practice
Midterm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**1.3.d. Provides training, tasks and feedback to support personnel to meet the clinical objectives, as appropriate to the jurisdiction, clinical activity and individual competencies.**

	Not Applicable	Unsatisfactory	Early Novice	Novice	Advanced Novice	Intermediate	Advanced Intermediate	Entry to Practice
Midterm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Midterm Comments:**

Strengths	Areas for Development

**Final Comments:**

Strengths	Areas for Development

## 2. Role of Communicator

Speech-language pathologists facilitate the therapeutic relationship and exchanges that occur before, during, and after each encounter. The competencies of this role are essential for establishing rapport and trust, sharing information, developing a mutual understanding and facilitating a shared plan of client-centred care.

### 2.a. Communicates respectfully and effectively using appropriate modalities.

- Uses language appropriate to the client and context, taking into account all aspects of diversity (e.g., age, culture, gender identification, linguistic abilities, education level, cognitive abilities, emotional state).
- Demonstrates active listening skills.
- Relates comfortably and in a socially appropriate manner with others.
- Adapts communication in response to verbal and nonverbal cues from communication partners.
- Communicates in all professional contexts in a positive, clear, concise and grammatically acceptable manner.
- Communicates in a respectful manner, demonstrating empathy and openness.
- Employs environmental and communication strategies to minimize barriers to successful communication, including the use of appropriate modes of communication (e.g., oral, non-verbal, written, sign, electronic) and by using translators/interpreters, as required.
- Participates respectfully in challenging conversations.
- Effectively receives and provides feedback (e.g., clinical educators, peers, clients, team members).

	Unsatisfactory	Early Novice	Novice	Advanced Novice	Intermediate	Advanced Intermediate	Entry to Practice
Midterm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 2.b. Completes documentation thoroughly and accurately, in a timely manner.

- Accurately documents informed consent, services provided and outcomes.
- Ensures reports clearly integrate results, client input, analysis, recommendations, goals and outcomes, in a manner understandable to the target audience(s).
- Documents in all professional contexts in a clear, concise, organized and grammatically acceptable manner.
- Completes and disseminates documentation in a timely manner.
- Complies with regulatory, legislative and facility requirements related to documentation.

	Unsatisfactory	Early Novice	Novice	Advanced Novice	Intermediate	Advanced Intermediate	Entry to Practice
Midterm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### Midterm Comments:

Strengths	Areas for Development

**Final Comments:**

Strengths	Areas for Development



### 3. Role of Collaborator

Speech-language pathologists seek out and develop opportunities to work effectively with other professionals, the client and their family, caregiver, significant others and/or the community to achieve optimal client-centred care, as well as continuity of care when clients change providers and/or caregivers.

#### 3.a. Establishes and maintains effective team collaborations to optimize client outcomes.

- Interacts effectively and positively with all team members, including clinical educator.
- Communicates own professional roles, responsibilities and scope of practice in collaborative interactions.
- Recognizes and respects the roles and perspectives of other professionals.
- Participates actively and respectfully in shared responsibilities and decision-making.
- Manages misunderstandings, limitations and conflicts to enhance collaborative practice.
- Facilitates transfer of care within and across professions.

	Unsatisfactory	Early Novice	Novice	Advanced Novice	Intermediate	Advanced Intermediate	Entry to Practice
Midterm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### 3.b. Demonstrates client-centred practice.

- Engages and supports the client in identifying concerns, priorities, values, beliefs, assumptions, expectations and desires in order to inform assessment and intervention.
- Demonstrates respect for the client's rights, dignity, uniqueness and equal opportunity.
- Considers the client's personal, social, educational and vocational contexts.
- Promotes and supports the client's (or substitute decision maker's) participation in decision-making.

	Unsatisfactory	Early Novice	Novice	Advanced Novice	Intermediate	Advanced Intermediate	Entry to Practice
Midterm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### Midterm Comments:

Strengths	Areas for Development

#### Final Comments:

Strengths	Areas for Development

#### 4. Role of Advocate

Speech-language pathologists use their expertise to advance the health and well-being of a client by assisting them to navigate the healthcare or educational system and access support and resources in a timely manner. Speech-language pathologists also use their expertise to advance the profession and educate others about communication and feeding and swallowing.

**4.a. Enables the client to identify and address the barriers that impede or prevent access to services and resources, according to the client’s goals.**

	Not Applicable	Unsatisfactory	Early Novice	Novice	Advanced Novice	Intermediate	Advanced Intermediate	Entry to Practice
Midterm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**4.b. Shares professional knowledge with others.**

- Promotes the value of the profession.
- Identifies the need for education related to speech-language pathology services.
- Plans and delivers prevention, promotion and education programs and activities related to communication and/or feeding and swallowing disorders.

	Not Applicable	Unsatisfactory	Early Novice	Novice	Advanced Novice	Intermediate	Advanced Intermediate	Entry to Practice
Midterm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Midterm Comments:**

Strengths	Areas for Development

**Final Comments:**

Strengths	Areas for Development

## 5. Role of Scholar

Speech-language pathologists demonstrate a lifelong commitment to professional learning and self-reflection, as well as to the creation, dissemination, application and translation of current evidence-informed knowledge related to the profession of speech-language pathology.

### 5.a. Maintains currency of professional knowledge and performance in order to provide optimal care.

- Identifies own professional strengths and areas for development.
- Determines own goals for competency development.
- Develops a plan and implements strategies for continued development in all seven competency roles.

	Unsatisfactory	Early Novice	Novice	Advanced Novice	Intermediate	Advanced Intermediate	Entry to Practice
Midterm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### Midterm Comments:

Strengths	Areas for Development

#### Final Comments:

Strengths	Areas for Development

## 6. Role of Manager

Speech-language pathologists are integral participants in decisions relating to the service provided to clients in the healthcare or educational system. The decision process may involve co-workers, resources and organizational tasks.

### 6.a. Manages the clinical setting.

- Balances competing demands to manage time, caseload, resources and priorities.
- Demonstrates an understanding of the structure, funding and function of speech-language pathology services within the organization and broader health and education system.
- Applies appropriate precautions, risk management and infection control measures, as required.
- Ensures equipment, materials, instruments and devices are regularly calibrated, up to date and in good working condition, according to the required standards.

	Unsatisfactory	Early Novice	Novice	Advanced Novice	Intermediate	Advanced Intermediate	Entry to Practice
Midterm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Midterm Comments:

Strengths	Areas for Development

### Final Comments:

Strengths	Areas for Development

## 7. Role of Professional

Speech-language pathologists are guided by a code of ethics, professional standards, regulatory requirements and a commitment to clinical competence in the service they provide to their clients.

### 7.a. Maintains professional demeanour in all clinical interactions and settings.

- Maintains confidentiality (e.g., follows consent procedures to share information with other parties).
- Demonstrates professionalism in managing conflict.
- Maintains personal and professional boundaries in relationships with clients, colleagues and other professionals.
- Displays a positive, professional image (e.g., follows dress code).
- Demonstrates professionalism in all communications, including those involving electronic platforms.
- Demonstrates responsible, reliable behaviour and accountability for actions and decisions.
- Recognizes and responds appropriately to the inherent power differential in the relationship between the client and the student-clinician.

	Unsatisfactory	Early Novice	Novice	Advanced Novice	Intermediate	Advanced Intermediate	Entry to Practice
Midterm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 7.b. Practices ethically.

- Adheres to professional code of ethics, as defined within the jurisdiction.
- Obtains informed consent.
- Recognizes and uses critical judgment to respond to ethical issues encountered in practice.
- Recognizes and uses critical judgment to respond to actual or perceived conflicts of interest.
- Demonstrates honesty and integrity and acts in the best interests of the client.
- Identifies and mitigates own biases, as they relate to the care of a client.

	Unsatisfactory	Early Novice	Novice	Advanced Novice	Intermediate	Advanced Intermediate	Entry to Practice
Midterm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 7.c. Adheres to professional standards and regulatory requirements.

- Stays informed of and complies with professional standards and regulatory and legislative requirements within one's jurisdiction.
- Practices within the profession's scope of practice and own personal capabilities.
- Adheres to site and university standards and requirements.

	Unsatisfactory	Early Novice	Novice	Advanced Novice	Intermediate	Advanced Intermediate	Entry to Practice
Midterm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Midterm Comments:**

Strengths	Areas for Development

**Final Comments:**

Strengths	Areas for Development

By signing below, we confirm that:

- The student shared their self-evaluation with the CE(s).
- The student shared their feedback with the CE(s).
- The CE(s) and student discussed the completed ACC.

### Signatures

<b>MIDTERM ASSESSMENT</b>			
_____	_____	_____	_____
<b>Clinical Educator</b>	<b>2<sup>nd</sup> CE (if applicable)</b>	<b>Student</b>	<b>Date</b>
<b>FINAL ASSESSMENT</b>			
_____	_____	_____	_____
<b>Clinical Educator</b>	<b>2<sup>nd</sup> CE (if applicable)</b>	<b>Student</b>	<b>Date</b>
<i>Signatures used on this form must be <b>unique, original signatures.</b><sup>1</sup></i>			

<sup>1</sup> A unique, original signature is either a pen signature or a unique digital signature. Do not simply type your names on this form when submitting electronically.