



3. The supervisor's duty is to provide an accurate and objective assessment of the supervised speech–language therapist based on performance criteria listed in this assessment form. The supervisor will rate the performance of the supervisee according to the grade of **Developing, Competent and Exceeding**. An explanatory note has been provided for each grade. The reasons for the selection made should be stated in the space provided (including the reasons if **Not Observed** is indicated). If there is insufficient space, please attach details in a separate sheet of paper. It is the supervisor's responsibility to ensure that the final rating for Overall Clinical Competence and Recommendation cohere with the ratings for each section.
4. **Section 16** of this report must be acknowledged by the Head of Department or the relevant authority.
5. It is mandatory to highlight areas of concerns in the SF3 form.

#### **End of Supervised Practice Period Reporting**

6. This Supervisor Assessment Report must be submitted together with Form SF4 (End of Supervised Practice Evaluation Report) for
  - i. Registered therapists who have completed their full supervised practice period,  
or
  - ii. Therapists who are leaving their organisation during their supervised practice period.
7. For further clarification, please email the Council's secretariat at [AHPC@spb.gov.sg](mailto:AHPC@spb.gov.sg).

## 1. SPEECH LANGUAGE THERAPY KNOWLEDGE

Speech language therapy knowledge must be demonstrated in the areas relevant to practice under supervision.

<b>Developing</b>	<b>Competent</b>	<b>Exceeding</b>	<b>Not Observed</b>
Obvious gaps in speech language therapy knowledge.  Shows minimal interest or effort in bridging gaps in knowledge identified.	Adequate speech language therapy knowledge.  Demonstrates effort to update knowledge with current research evidence where appropriate.	Good speech language therapy knowledge.  Constantly updating knowledge and applies current research evidence to practice.  Shares knowledge willingly.	

<b>Developing</b>	<b>Competent</b>	<b>Exceeding</b>	<b>Not Observed</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

State reason(s) for the selection:

## 2. HISTORY TAKING

History taking involves the ability to review available client case notes, take comprehensive history from client sensitively, interpret relevant assessment reports and gather relevant information from other reliable sources.

<b>Developing</b>	<b>Competent</b>	<b>Exceeding</b>	<b>Not Observed</b>
Has difficulty reviewing case notes effectively.  Unable to interpret relevant assessment reports accurately.  Unable to identify crucial information relevant to the case.  Shows limited sensitivity to cultural and linguistic backgrounds.	Able to review case notes effectively most of the time.  Able to interpret relevant assessment reports accurately most of the time.  Able to identify and obtain crucial information that is relevant to the case .  Generally sensitive to cultural and linguistic backgrounds of clients.	Able to review case notes effectively all of the time.  Able to interpret relevant assessment reports accurately all of the time.  Able to identify and obtain crucial information, as well as some secondary information that is relevant to the case.  Sensitive to cultural and linguistic background of all clients.	

<b>Developing</b>	<b>Competent</b>	<b>Exceeding</b>	<b>Not Observed</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

State reason(s) for the selection:

### 3. EXAMINATION/ASSESSMENT OF CLIENT

Examination involves ability to select and conduct a relevant, reliable and valid assessment of clients, to interpret findings and make an accurate diagnosis/assessment of the client.

Developing	Competent	Exceeding	Not Observed
<p>Selects inappropriate and irrelevant assessments.</p> <p>Assessments are incomplete.</p> <p>Lacks reliability and accuracy when carrying out assessments.</p> <p>Inaccurate interpretation of assessment results at times.</p> <p>Assessment conducted cannot be used for diagnosis or results in inaccurate diagnosis at times.</p>	<p>Selects appropriate and relevant assessments for routine and basic cases at all times.</p> <p>Assessments are complete for routine and basic cases at all times.</p> <p>Is reliable and accurate when carrying out assessments for all routine and basic cases. Identifies gaps in assessments and takes steps to address them.</p> <p>Accurate interpretation of results for routine and basic cases. Knows when to seek help in interpretation of results in complex cases.</p> <p>Accurate &amp; reliable diagnosis for routine and basic cases all of the time.</p>	<p>Selects appropriate and relevant assessments for all cases. Integrates and modifies the assessment method where relevant.</p> <p>Assessments are complete for all cases.</p> <p>Is reliable and accurate when carrying out assessments for all cases. Identifies gaps in assessments and takes steps to address them.</p> <p>Accurate interpretation of results for all routine and basic cases and some complex cases. Discusses interpretation of results in complex cases with appropriate SLT colleagues or other senior professionals.</p> <p>Accurate &amp; reliable diagnosis for all routine and basic cases, and some complex cases.</p>	
<p><b>Developing</b></p> <p><input type="checkbox"/></p>	<p><b>Competent</b></p> <p><input type="checkbox"/></p>	<p><b>Exceeding</b></p> <p><input type="checkbox"/></p>	<p><b>Not Observed</b></p> <p><input type="checkbox"/></p>

State reason(s) for the selection:

#### 4. THERAPY PLANNING

Therapy planning examines the ability to analyse, clinically reason and plan an appropriate and efficacious therapy plan based on assessment findings and evidence-based practice.

Developing	Competent	Exceeding	Not Observed
<p>Unable to clearly identify or demonstrate understanding of client's problems requiring therapy intervention.</p> <p>Ineffective selection of therapy techniques / approaches.</p> <p>Difficulty setting appropriate and functional short and long term goals to meet clients' needs consistently.</p> <p>Difficulty incorporating appropriate client priorities into therapy plan.</p> <p>Limited awareness of evidence-based practice.</p>	<p>Able to identify and demonstrate clear understanding of the client's presenting problem in routine and basic cases.</p> <p>Effective selection of therapy techniques / approaches most of the time.</p> <p>Sets appropriate and functional short and long term goals to meet clients' needs for routine and basic cases. Seeks help with complex cases.</p> <p>Incorporates appropriate client priorities into therapy plan most of the time.</p> <p>Aware and able to articulate evidence-based practice.</p>	<p>Clearly demonstrates an understanding of the client's presenting problem in all cases.</p> <p>Effective selection of therapy techniques / approaches all the time.</p> <p>Sets appropriate and functional short and long term goals to meet clients' needs for simple and some complex cases. Seeks help for complex cases appropriately.</p> <p>Incorporates appropriate client priorities into therapy plan all the time.</p> <p>Able to articulate and evaluate own practice against evidence-based practice.</p>	

Developing	Competent	Exceeding	Not Observed
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

State reason(s) for the selection:

## 5. THERAPY IMPLEMENTATION

Therapy execution/implementation examines the ability to execute therapy in an effective and safe manner, and to monitor and modify treatment techniques during intervention where appropriate.

<b>Developing</b>	<b>Competent</b>	<b>Exceeding</b>	<b>Not Observed</b>
<p>Documentation is incomplete and inaccurate with many mistakes.</p> <p>Documentation exceeds acceptable time frame</p> <p>Inappropriate selection and/or poor execution of therapy technique and/or handling skills.</p> <p>Does not make appropriate or timely modification of therapy goals. Ineffective client and carer education</p> <p>Places clients' safety at risk at times or does not actively seek advice on risk management.</p> <p>Difficulty engaging client and/or carer in therapy process with poor / limited communication of rationales for intervention.</p> <p>Inconsistent communication of goals, therapy approach and training of client, carers and relevant professionals where appropriate.</p> <p>Limited awareness of and sensitivity to stress cues of clients and/or carers.</p>	<p>Documentation is complete and accurate for routine and basic cases.</p> <p>Documentation is timely for routine and basic cases.</p> <p>Appropriate selection and/or satisfactory execution of therapy technique and/or handling skills.</p> <p>Modifies therapy goals as needed. Effectively educates clients and carers about therapy process.</p> <p>Maintains clients' safety at all times. Seeks advice if unsure of risk to client.</p> <p>Engages and motivates most clients and/or carers in therapy process with sound communication of rationales for intervention.</p> <p>Effective ongoing communication of goals, therapy approach and training of client, carers and relevant professionals.</p> <p>Adequate awareness of and sensitivity to stress cues of clients and/or carers.</p>	<p>Documentation is complete and accurate for all cases.</p> <p>Documentation is timely for all cases.</p> <p>Proficient selection and/or execution of therapy technique and/or handling skills.</p> <p>Timely and appropriate modification of therapy goals. Timely and effective education of clients and carers about therapy process.</p> <p>Maintains clients' safety at all times. Asks appropriate questions when in doubt of risk to client.</p> <p>Engages and motivates complex range of clients and/or carers in therapy process. Effective communication of rationales for intervention.</p> <p>Timely and effective ongoing communication of goals, therapy approach and training of client, carers and relevant professionals to optimise outcomes.</p> <p>Good awareness of and sensitivity to stress cues of clients and/or carers. Actively seeks to address these stressors.</p>	
<b>Developing</b>	<b>Competent</b>	<b>Exceeding</b>	<b>Not Observed</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

State reason(s) for the selection:

## 6. EVALUATING THERAPY OUTCOMES & DISCHARGE

This skill examines the ability to effectively evaluate outcomes during the course of therapy and appropriately plan discharge.

<b>Developing</b>	<b>Competent</b>	<b>Exceeding</b>	<b>Not Observed</b>
<p>Unaware of major responses to treatment in some instances.</p> <p>Inappropriate selection / use of outcome measures.</p> <p>Inconsistently tracks outcomes.</p> <p>Inadequate ongoing evaluation of efficacy of management plan.</p> <p>Inappropriate discharge of cases.</p>	<p>Aware of major responses to treatment. Able to recognize subtle prognostic indicators in routine and basic cases.</p> <p>Outcome measures selected are relevant and appropriate in routine and basic cases. Seeks advice appropriately for complex cases.</p> <p>Tracks outcomes using appropriate outcome measures in routine and basic cases.</p> <p>Adequate ongoing evaluation of efficacy of management plan.</p> <p>Appropriate discharge of routine and basic cases. Knows when to seek advice on complex cases.</p> <p>Identifies available community support for clients and carers in routine and basic cases.</p>	<p>Aware of changes in the client during the intervention including subtle signs. Able to anticipate changes in client outcome.</p> <p>Outcome measures selected are relevant and reliable in all cases.</p> <p>Tracks outcomes using appropriate outcome measures in all cases.</p> <p>Excellent ongoing evaluation of efficacy of management plan.</p> <p>Appropriate discharge of all cases.</p> <p>Identifies available community support for clients and carers in all cases.</p>	
<b>Developing</b>	<b>Competent</b>	<b>Exceeding</b>	<b>Not Observed</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

State reason(s) for the selection:

**7. ETHICAL BEHAVIOUR**

Ethical behaviour includes practice in the best interest of the patient, respect for patient privacy and confidentiality, and professional integrity.

<b>Developing</b>	<b>Competent</b>
<p>Does not take into account client's welfare, safety and interest when providing clinical services.</p> <p>Lacks respect for clients' privacy and confidentiality.</p> <p>Does not obtain informed consent from client.</p> <p>Makes false/misleading claims or is not truthful in delivering services or information to clients.</p>	<p>Takes into account client's welfare, safety and interest in providing clinical services all of the time.</p> <p>Shows respect for clients' privacy and confidentiality all the time</p> <p>Obtains informed consent all the time.</p> <p>Is truthful and factual about services/therapy administered /information provided to clients all of the time.</p>

<b>Developing</b>	<b>Competent</b>
<input type="checkbox"/>	<input type="checkbox"/>

State reason(s) for the selection:



## 8. PROFESSIONAL BEHAVIOUR

Professional behaviour pertains to general behavior expected of a healthcare professional, and includes practice within one's limits of competence, making appropriate referrals, and accurate record keeping.

<b>Developing</b>	<b>Competent</b>
<p>Unaware of or disregards boundaries and standards expected of the local professional community.</p> <p>Has poor/limited awareness of own level of professional knowledge and skill.</p> <p>Does not refer clients to other healthcare professionals or senior professionals even where needed.</p> <p>Does not seek assistance from fellow professionals or seniors where needed.</p> <p>Inefficient retrieval and return of clinical notes.</p> <p>Shows distress under pressure or is unable to manage self effectively at times.</p>	<p>Practices within the boundaries and standards expected of the local professional community.</p> <p>Aware of the limits of own level of professional knowledge and skill.</p> <p>Makes appropriate referrals to other healthcare professionals or senior professionals where needed.</p> <p>Seeks assistance from fellow professionals or seniors where appropriate.</p> <p>Timely retrieval and return of clinical notes most times.</p> <p>Able to manage stressors at work most of the time.</p>
<b>Developing</b>	<b>Competent</b>
<input type="checkbox"/>	<input type="checkbox"/>
<p>State reason(s) for the selection:</p>    	

## 9. PROFESSIONAL DEVELOPMENT

Professional development examines the ability to develop him / herself as a clinician and to be involved in continual education and learning from colleagues.

<b>Developing</b>	<b>Competent</b>	<b>Exceeding</b>	<b>Not Observed</b>
<p>Unable to identify personal strengths and weaknesses most of the time.</p> <p>Unable to analyse clinical performance accurately.</p> <p>Unable to problem-solve during therapy sessions most of the time.</p> <p>Reluctant to engage in continual education and learning with/from colleagues.</p>	<p>Identifies personal strengths and weaknesses accurately and seeks to improve self most of the time.</p> <p>Analyses clinical performance accurately and improves performance most of the time.</p> <p>Problem-solves effectively during therapy sessions most of the time.</p> <p>Engages in continual education and learning with/from colleagues most of the time.</p>	<p>Identifies personal strengths and weaknesses accurately and seeks to improve self at all times.</p> <p>Analyses clinical performance accurately and proactively seeks to improve performance at all times.</p> <p>Problem-solves effectively and creatively during therapy sessions all the time.</p> <p>Engages in continual self-education and learning with/from colleagues. Initiates case discussions / journal clubs within the organisation.</p>	
<b>Developing</b> <input type="checkbox"/>	<b>Competent</b> <input type="checkbox"/>	<b>Exceeding</b> <input type="checkbox"/>	<b>Not Observed</b> <input type="checkbox"/>
<p>State observations/reason(s) for the selection:</p>    			

## 10. PROFESSIONAL RELATIONSHIPS

Professional Relationships' examines the interpersonal skills and the ability to develop effective professional relationships within the team and with other professionals (including students, assistants, and volunteers).

<b>Developing</b>	<b>Competent</b>	<b>Exceeding</b>	<b>Not Observed</b>
<p>Does not adhere to professional boundaries most of the time.</p> <p>Unable to build and maintain a good working relationship within the team and with other professionals.</p> <p>Unable to apply negotiation skills to achieve mutually satisfactory outcomes most of the time.</p> <p>Asserts role as SLT inconsistently and/or inappropriately.</p> <p>Unable to build and maintain good working relationships with team members most of the time.</p>	<p>Adheres to professional boundaries at all times.</p> <p>Builds and maintains a good working relationship within the team and with other professionals.</p> <p>Applies negotiation skills to achieve mutually satisfactory outcomes during discussions most of the time.</p> <p>Asserts role as SLT consistently and appropriately most of the time.</p> <p>Builds and maintains good working relationships with team members most of the time.</p>	<p>Adheres to professional boundaries at all times.</p> <p>Builds and maintains a good working relationship within the team and with other professionals. Initiates opportunities to further develop these relationships.</p> <p>Applies negotiation skills to achieve mutually satisfactory outcomes during discussions at all times.</p> <p>Asserts role as SLT consistently and appropriately at all times.</p> <p>Builds and maintains good working relationships with team members at all times.</p>	
<b>Developing</b> <input type="checkbox"/>	<b>Competent</b> <input type="checkbox"/>	<b>Exceeding</b> <input type="checkbox"/>	<b>Not Observed</b> <input type="checkbox"/>

State observations/reason(s) for the selection:

## 11. COMMUNICATION SKILLS

Communication skills examine the ability to communicate effectively with clients, carers, and other professional/non-professional staff encountered at work.

<b>Developing</b>	<b>Competent</b>	<b>Exceeding</b>	<b>Not Observed</b>
<p>Has difficulty in clearly communicating assessment findings, therapy goals, therapy approaches and prognosis with clients, carers and other professionals.</p> <p>Has poor rapport with clients, carers and other professionals.</p> <p>Has difficulty using counselling skills when needed.</p> <p>Does not bother to translate where needed and does not source for language interpretation,</p> <p>Is unable to work effectively with an interpreter.</p> <p>Ineffective liaison with clerical staff or administrative staff.</p> <p>Not sufficiently proficient in English for effective communication (written and verbal) with clients, and/or other professionals</p>	<p>Effectively and clearly communicates assessment findings, therapy goals, therapy approaches and prognosis with clients, carers and other professionals most of the time.</p> <p>Achieves good rapport with clients, carers and other professionals in most instances.</p> <p>Uses effective counselling skills some of the time.</p> <p>Sees the need for language interpretation where appropriate and sources for it most of the time.</p> <p>Is able to work effectively with the interpreter most of the time.</p> <p>Effective liaison with clerical staff or administrative staff.</p> <p>Proficient in English for effective communication (written and verbal) with clients, and/or other professionals</p>	<p>Effectively and clearly communicates assessment findings, therapy goals, therapy approaches and prognosis with clients, carers and other professionals at all times.</p> <p>Achieves good rapport with clients, carers and other professionals. Actively builds relationships and deals effectively with people.</p> <p>Uses effective counselling skills at all times.</p> <p>Sees the need for language interpretation where appropriate and sources for it at all times.</p> <p>Is able to work effectively with the interpreter all the time.</p> <p>Effective liaison with clerical staff or administrative staff.</p> <p>Proficient in English for effective communication (written and verbal) with clients, and/or other professionals</p>	

<b>Developing</b>	<b>Competent</b>	<b>Exceeding</b>	<b>Not Observed</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

State reason(s) for the selection:

**12. CULTURAL COMPETENCE**

Cultural competence examines the ability to adapt one’s practice to the local culture, a multiracial population, and the health and social care system.

<b>Developing</b>	<b>Competent</b>	<b>Exceeding</b>	<b>Not Observed</b>
<p>Insensitive to linguistic and cultural background of clients and / or unable to make necessary adjustments.</p> <p>Has difficulty working with people from a range of different cultural backgrounds.</p> <p>Does not make sufficient effort to understand local health care, social care and educational systems, and their implications on one’s professional practice.</p>	<p>Sensitive to linguistic and cultural background of clients, and adjusts self accordingly most of the time.</p> <p>Able to work with people from a range of different cultural backgrounds.</p> <p>Makes the effort to understand local health care, social care and educational systems, and their implications on one’s professional practice.</p>	<p>Sensitive to linguistic and cultural background of clients, and adjusts self accordingly at all times.</p> <p>Works effectively with people from a range of different cultural backgrounds at all times.</p> <p>Understands local health care, social care and educational systems, and their implications on one’s professional practice. Able to respond effectively to clients’ queries on matters relating to these systems.</p>	
<b>Developing</b>	<b>Competent</b>	<b>Exceeding</b>	<b>Not Observed</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

State reason(s) for the selection:

**13. OVERALL CLINICAL COMPETENCE OVER THIS PERIOD**

<b>Developing</b>	<b>Competent</b>	<b>Exceeding</b>
<p>Unable to meet requirements for safe and autonomous practice as a Speech Language Therapist at entry level.</p>	<p>Performance meets requirements for safe and autonomous practice as a Speech Language Therapist at entry level.</p>	<p>Performance exceeds requirements for safe and autonomous practice as a Speech Language Therapist at entry level.</p>
<b>Developing</b>	<b>Competent</b>	<b>Exceeding</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

State reason(s) for the selection:

#### 14. RECOMMENDATION

To progress to L1 (4 hours/ week)

To progress to L2 (4 hours/ fortnight)

To progress to L3 (4 hours/ 2 month)

To progress to Full Registration

To extend supervision at current level

- Extension: \_\_\_\_ month

Others (please specify):

Please provide reason(s):

**15. FOLLOW-UP ACTIONS TO IMPROVE PERFORMANCE**

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**SIGNATURE OF SECONDARY SUPERVISOR (If applicable)**

<b>NAME AND DESIGNATION</b>	<b>SIGNATURE</b>	<b>DATE</b>

**SIGNATURE OF PRIMARY SUPERVISOR**

<b>NAME AND DESIGNATION</b>	<b>SIGNATURE</b>	<b>DATE</b>

**SIGNATURE OF SUPERVISEE**

<b>NAME AND DESIGNATION</b>	<b>SIGNATURE</b>	<b>DATE</b>

**16. ACKNOWLEDGEMENT BY HEAD OF DEPARTMENT OR RELEVANT AUTHORITY**

<b>NAME AND DESIGNATION</b>	<b>SIGNATURE</b>	<b>DATE</b>

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