

Mentorship Skills Inventory (MSI)

DESCRIPTION OF THE INVENTORY

The MSI consists of 18 skill statements covering four areas: (a) evaluation, (b) treatment, (c) management, and (d) interaction. The rating scale for each skill has been designed along a 5-point continuum, ranging from “5” (representing the most effective performance) to “1” (representing the least effective performance). An Applicant must obtain a minimum rating of “3” on all of the core skills during the final evaluation in order to successfully complete the Mentorship process. **Core skills are noted on the inventory with an asterisk (*)**. The Mentor will match the Applicant’s performance to the descriptor for each skill. The rating for one skill need not be the same as the ratings for other skills. For each skill included on the MSI the Mentor will decide which point on the scale best reflects the performance of the Applicant during the segment being rated. **The Mentor must complete the inventory at the end of each 200 mentored hours.** The Mentor is encouraged to coordinate the observation schedule to ensure that all applicable skills are observed and evaluated.

RATING TIPS

To determine the rating for **each** skill, consider the Applicant’s effectiveness in working with specific client populations in terms of client’s (a) age (infants, children, and adults), (b) type and severity of problem, (c) physical limitations, (d) cultural background, (e) English proficiency, (f) literacy level, and (g) alternative communication system use. In addition to considering these factors for all skills, Skill 4 and Skill 10 have been included to evaluate the Applicant’s ability to **adapt** all testing and treatment procedures on the basis of these factors.

To distinguish among the Applicant’s performance levels (from 5, representing most effective performance, to 1, representing least effective performance), read the descriptors carefully and consider the following four factors, when applicable, in relation to the skill being rated:

1. **Accuracy**—the degree to which the Applicant performs a skill without error
2. **Consistency**—the degree to which the Applicant performs a skill at the same level of proficiency across cases
3. **Independence**—the degree to which the Applicant performs a skill in a self-directed manner
4. **Supervisory Guidance**—the degree to which the Applicant seeks consultations when needed

Rating accuracy depends upon the frequency, duration, and range of the Mentor’s observations of the Applicant’s performance. One of the most important factors associated with rating accuracy is the opportunity to observe relevant behaviors. Rating accuracy will be greatest when the Mentor and the Applicant interact frequently on the job and the Mentor has many opportunities to observe critical work behaviors.



Rating accuracy also depends upon the familiarity of the Mentor and the Applicant with the Mentorship Skills Inventory. The Mentor must observe the on-the-job performance of the Applicant, and both Mentor and Applicant must understand the rating process and procedures.

Choose the one descriptor that best describes the Applicant's performance and circle the corresponding number on the Mentorship Report and Rating Form. Options are available (ratings 4 and 2) for describing performance that falls between two adjacent descriptors.

The term "Communication Disorders" as used in this document encompasses all communication, balance and swallowing disorders.

Do not submit the following form. Use the Mentorship Report and Rating Form to record Applicants' rating on each skill.

Evaluation Skills

1. Implements screening procedures.

| RATING | DESCRIPTION |
|----------------------------|--|
| <input type="checkbox"/> 5 | Independently and accurately matches and/or adapts screening procedures to all populations, selects appropriate screening criteria, administers and scores screening instrument(s) efficiently, interprets results, and makes appropriate recommendations. Seeks Mentor's guidance if needed. |
| <input type="checkbox"/> 4 | |
| <input type="checkbox"/> 3 | Independently and accurately matches and/or adapts screening procedures to most populations, selects appropriate screening criteria, administers and scores screening instrument(s), interprets results, and makes appropriate recommendations. Usually seeks Mentor's guidance when needed. |
| <input type="checkbox"/> 2 | |
| <input type="checkbox"/> 1 | Requires Mentor guidance to accurately match and/or adapt screening procedures to populations and to select appropriate screening criteria. May demonstrate difficulty in administering and scoring screening instrument(s), and/or interpreting results, and making appropriate recommendations. Does not seek Mentor's guidance when needed. |

*2. Collects case history information and integrates information from client, family, caregivers, significant others, and professionals.

| RATING | DESCRIPTION |
|----------------------------|---|
| <input type="checkbox"/> 5 | Independently and accurately selects case history or other interview formats with consideration for all relevant factors. Efficiently collects and spontaneously probes for additional relevant information, obtains information from other sources, and integrates data in order to identify etiologic and/or contributing factors. Seeks Mentor's guidance if needed. |
| <input type="checkbox"/> 4 | |
| <input type="checkbox"/> 3 | In most situations, independently and accurately selects case history or other interview formats with consideration for all relevant factors. Collects and probes for additional information, obtains information from other sources, and integrates data to identify etiologic and/or contributing factors. Usually seeks Mentor's guidance when needed. |
| <input type="checkbox"/> 2 | |
| <input type="checkbox"/> 1 | Requires Mentor's guidance to accurately select case history or other interview formats with consideration for all relevant factors. Collects case history information that is incomplete or lacking in relevance. Is unable to integrate data to identify etiologic and/or other contributing factors and does not seek Mentor's guidance when needed. |

***3. Selects and implements evaluation procedures (non-standardized tests, behavioral observations, and standardized tests).**

| RATING | DESCRIPTION |
|----------------------------|---|
| <input type="checkbox"/> 5 | Independently selects a comprehensive assessment battery with consideration for all relevant factors. Efficiently and accurately administers the battery and consistently scores tests accurately. Seeks Mentor guidance if needed. |
| <input type="checkbox"/> 4 | |
| <input type="checkbox"/> 3 | In most situations, independently selects an adequate assessment battery (i.e., basic procedures needed to define problem adequately) with consideration for all relevant factors. Administers the battery, scores tests accurately, and usually seeks Mentor's guidance when needed. |
| <input type="checkbox"/> 2 | |
| <input type="checkbox"/> 1 | Requires Mentor's guidance to select evaluation procedures that are appropriate and complete. May administer and/or score tests inaccurately and does not seek Mentor's guidance when needed. |

***4. Adapts interviewing and testing procedures to meet individual patient/client needs.**

| RATING | DESCRIPTION |
|----------------------------|---|
| <input type="checkbox"/> 5 | Independently and accurately recognizes when testing procedures need to be adapted to accommodate needs unique to specific patients/clients. Effectively implements appropriate adaptations, and makes maximum use of all available resources to provide for unusual situations. Seeks Mentor's guidance if needed. |
| <input type="checkbox"/> 4 | |
| <input type="checkbox"/> 3 | In most situations, independently and accurately recognizes when testing procedures need to be adapted to accommodate needs unique to specific patients/clients and implements appropriate modifications. May need assistance in accessing available resources. Usually seeks Mentor's guidance when needed. |
| <input type="checkbox"/> 2 | |
| <input type="checkbox"/> 1 | Requires Mentor's guidance to recognize the need for and/or to adapt procedures to accommodate individual needs. Does not seek Mentor's guidance when needed. |

***5. Interprets and integrates test results and behavioral observations, synthesizes information gained from all sources, develops diagnostic impressions, and makes recommendations.**

| RATING | DESCRIPTION |
|-----------------------------------|--|
| <input type="checkbox"/> 5 | Consistently, independently, and accurately interprets and integrates test results and behavioral observations to define the patient's/client's functioning, which includes relating etiologic factors to observed behaviors and test results. Consistently develops diagnostic impressions and makes comprehensive recommendations leading to appropriate case management. Seeks Mentor guidance if needed. |
| <input type="checkbox"/> 4 | |
| <input type="checkbox"/> 3 | In most situations, independently and accurately interprets and integrates test results and behavioral observations to define the patient's/client's communicative functioning. Develops diagnostic impressions and makes basic recommendations that are consistent with evaluation results and that are adequate for case management. Usually seeks Mentor's guidance when needed. |
| <input type="checkbox"/> 2 | |
| <input type="checkbox"/> 1 | Requires Mentor's guidance to interpret diagnostic data and/or behavioral observations accurately. Diagnostic impressions and/or recommendations are either absent, inappropriate, or inconsistent with evaluation results. Does not seek Mentor's guidance when needed. |

Treatment Skills

6. Develops and implements specific, reasonable, and necessary treatment plans.

| RATING | DESCRIPTION |
|----------------------------|---|
| <input type="checkbox"/> 5 | Independently and accurately establishes a treatment plan appropriate for the patient/client. Consistently develops specific and reasonable treatment plans that include long-term goals and measurable short-term objectives which reflect appropriate learning sequence, identifies the most appropriate settings for service, explores all alternative service delivery options, and effectively implements plans. Seeks Mentor's guidance if needed. |
| <input type="checkbox"/> 4 | |
| <input type="checkbox"/> 3 | In most situations, independently and accurately establishes treatment plans appropriate for the patient/client. The treatment plan includes long-term goals and measurable short-term objectives, which usually reflect a logical sequencing of learning steps. Generally identifies the need to explore alternative service delivery options, but may need help in selecting the most appropriate options. Can effectively implement planned procedures. Usually seeks Mentor's guidance when needed. |
| <input type="checkbox"/> 2 | |
| <input type="checkbox"/> 1 | Requires supervisory guidance to accurately develop a treatment plan appropriate for the patient/client. The treatment plan may include adequate long-term goals, but objectives are not measurable and/or do not reflect logical sequencing of learning steps. Cannot identify appropriate service delivery options and, even with guidance, may not effectively implement treatment plans. Does not seek Mentor's guidance when needed. |

7. Selects/develops and implements intervention strategies for treatment of communication and related disorders.

| RATING | DESCRIPTION |
|----------------------------|---|
| <input type="checkbox"/> 5 | Independently selects/develops and implements comprehensive intervention strategies that take into consideration all unique characteristics and communication needs of the patient/client. Seeks Mentor's guidance if needed |
| <input type="checkbox"/> 4 | |
| <input type="checkbox"/> 3 | In most situations, independently selects/develops and implements intervention strategies relevant to the communication disorder and the unique characteristics of the patient/client. Usually seeks Mentor's guidance when needed. |
| <input type="checkbox"/> 2 | |
| <input type="checkbox"/> 1 | Requires Mentor's guidance to select/develop and/or implement intervention strategies relevant to the needs of the patient/client. Does not seek Mentor's guidance when needed. |

***8. Selects/develops and uses intervention materials and instrumentation for treatment of communication and related disorders.**

| RATING | DESCRIPTION |
|----------------------------|---|
| <input type="checkbox"/> 5 | Independently and consistently selects/develops materials and instrumentation for which there is a clear rationale and uses these materials and instrumentation creatively and effectively to enhance the treatment process. Seeks Mentor's guidance if needed. |
| <input type="checkbox"/> 4 | |
| <input type="checkbox"/> 3 | In most situations, independently selects/develops materials and instrumentation that are relevant to the communication disorder and uses materials and/or instrumentation effectively. Usually seeks Mentor's guidance when needed. |
| <input type="checkbox"/> 2 | |
| <input type="checkbox"/> 1 | Requires supervisory guidance to select materials and/or instrumentation that are appropriate to the treatment objectives, patient/client, and/or the activity. Once selected, may not use materials and/or instrumentation effectively. Does not seek Mentor's guidance when needed. |

***9. Plans and implements a program of periodic monitoring of the patient's/client's functioning through the use of appropriate data collection systems. Interprets and uses data to modify treatment plans, strategies, materials, and/or instrumentation to meet the needs of the patient/client.**

| RATING | DESCRIPTION |
|----------------------------|--|
| <input type="checkbox"/> 5 | Independently develops and implements a comprehensive program of periodic monitoring of the patient's/clients communicative functioning and collects and interprets data accurately. Uses this information to effectively modify treatment plans, strategies, materials, and/or instrumentation to meet the needs of the patient/client. Seeks Mentor's guidance if needed. |
| <input type="checkbox"/> 4 | |
| <input type="checkbox"/> 3 | In most situations, independently develops and implements a program of periodic monitoring of the patient's/client's communicative functioning. Collects and interprets data accurately and uses this information to modify treatment plans, strategies, materials, and/or instrumentation to meet the needs of the patient/client. Usually seeks Mentor's guidance when needed. |
| <input type="checkbox"/> 2 | |
| <input type="checkbox"/> 1 | Requires supervisory guidance to plan and implement a program of periodic monitoring of the patient's/client's communicative functioning. Does not collect useful and/or accurate data in order to modify treatment plans, strategies, materials, and/or instrumentation to meet the needs of the patient/client. Does not seek Mentor's guidance when needed. |

***10. Adapts intervention procedures, strategies, materials, and instrumentation to meet individual patient's/client's needs.**

| RATING | DESCRIPTION |
|----------------------------|--|
| <input type="checkbox"/> 5 | Independently and consistently adapts intervention procedures, strategies, materials, and instrumentation to accommodate needs unique to specific patients/clients. Makes maximum use of all available resources to provide for unusual situations. Effectively implements appropriate adaptations and seek Mentor's guidance if needed. |
| <input type="checkbox"/> 4 | |
| <input type="checkbox"/> 3 | Recognizes when intervention procedures, strategies, materials, and/or instrumentation need to be adapted to accommodate needs unique to specific patients/clients. May need assistance in making appropriate adaptations. Usually seeks Mentor's guidance when needed. |
| <input type="checkbox"/> 2 | |
| <input type="checkbox"/> 1 | Requires supervisory guidance to recognize the need for adaptation of intervention procedures, strategies, materials, and/or instrumentation to accommodate needs unique to specific patients/clients. May have difficulty implementing identified adaptations and does not seek Mentor's guidance when needed. |

Management Skills

***11. Schedules and prioritizes direct and indirect service activities, maintains patient/client records, and documents professional contacts and clinical reports in a timely manner.**

| RATING | DESCRIPTION |
|----------------------------|---|
| <input type="checkbox"/> 5 | Independently and consistently prioritizes activities, schedules patient/client contacts and meetings, maintains patient/client records accurately, and makes and documents professional contacts in a timely manner. Seeks Mentor's guidance if needed. |
| <input type="checkbox"/> 4 | |
| <input type="checkbox"/> 3 | Independently prioritizes most activities, consistently schedules patient/client contacts and meetings, maintains patient/client records accurately, and usually makes and documents professional contacts in a timely manner. Usually seeks Mentor's guidance when needed. |
| <input type="checkbox"/> 2 | |
| <input type="checkbox"/> 1 | Requires Mentor's guidance to prioritize activities, schedule patient/client contacts and meetings, maintain patient/client records, and make professional contacts in a timely manner. Does not seek Mentor's guidance when needed. |

12. Complies with the employer’s policies and procedures.

| RATING | DESCRIPTION |
|----------------------------|---|
| <input type="checkbox"/> 5 | Independently and consistently complies with employer’s policies and procedures and does so in a timely and accurate manner. Seeks Mentor’s guidance if needed. |
| <input type="checkbox"/> 4 | |
| <input type="checkbox"/> 3 | In most situations, independently and consistently complies with employer’s policies and procedures, although may need help with complex reports. Most information requested is provided in an accurate and timely manner. Usually seeks Mentor’s guidance when needed. |
| <input type="checkbox"/> 2 | |
| <input type="checkbox"/> 1 | Requires supervisory guidance to comply with employer’s policies and procedures. Information requested may be inaccurate and/or does not meet established time lines. Does not seek Mentor’s guidance when needed. |

13. Make decisions regarding service eligibility.

| RATING | DESCRIPTION |
|----------------------------|--|
| <input type="checkbox"/> 5 | Independently and accurately makes service eligibility decisions. Seeks Mentor’s guidance if needed. |
| <input type="checkbox"/> 4 | |
| <input type="checkbox"/> 3 | In most situations, independently and accurately makes service eligibility decisions. Usually seeks Mentor’s guidance when needed. |
| <input type="checkbox"/> 2 | |
| <input type="checkbox"/> 1 | Requires supervisory guidance to make service eligibility decisions. Does not seek Mentor’s guidance when needed. |

Interaction Skills

- *14. Demonstrates communication skills (including listening, speaking, nonverbal communication, and writing) that take into consideration the communication needs as well as the cultural values of the patient/client, the family, caregivers, significant others, and other professionals.**

| RATING | DESCRIPTION |
|-----------------------------------|--|
| <input type="checkbox"/> 5 | Independently presents information accurately, clearly, logically, and concisely. Oral communications, written reports, and letters are always appropriate for the needs of the audience. Uses terminology and phrasing consistent with the semantic competency of the audience and includes accurate and complete information, listens carefully to patients/clients and others, takes initiative in providing appropriate clarifications when needed, and demonstrates appropriate nonverbal communication style. Seeks Mentor's guidance if needed. |
| <input type="checkbox"/> 4 | |
| <input type="checkbox"/> 3 | Usually presents information clearly, logically, and concisely. Oral communications, written reports, and letters are appropriate in most situations in that terminology and phrasing are consistent with the semantic competency of the audience. Includes information that is accurate and/or complete. Listens to patients/clients and others but may have difficulty providing appropriate clarification when needed. Acknowledges the impact of own nonverbal communication style but may have difficulty demonstrating this consistently. Usually seeks Mentor's guidance when needed. |
| <input type="checkbox"/> 2 | |
| <input type="checkbox"/> 1 | Does not present information clearly, logically, and concisely. Oral communication, written reports, and letters are inappropriate for the needs of the audience. Uses terminology and phrasing inconsistent with the semantic competency of the audience and includes information that is inaccurate and/or incomplete. Does not listen carefully to patients/clients and others and fails to provide appropriate clarification when needed. Demonstrates inappropriate nonverbal communication style. Does not seek Mentor's guidance when needed. |

***15. Identifies and refers patients/clients for related services including, educational, medical, psychological, social, and vocational, as appropriate.**

| RATING | DESCRIPTION |
|----------------------------|---|
| <input type="checkbox"/> 5 | Consistently identifies the need for and makes appropriate patient/client referrals. Seeks Mentor's guidance if needed. |
| <input type="checkbox"/> 4 | |
| <input type="checkbox"/> 3 | In most situations, identifies the need for patient/client referrals but may need some assistance in locating specific referral sources. Usually seeks Mentor's guidance when needed. |
| <input type="checkbox"/> 2 | |
| <input type="checkbox"/> 1 | Requires Mentor's guidance to identify the need for patient/client referrals and/or to make appropriate referrals. Does not seek Mentor's guidance when needed. |

***16. Collaborates with other professionals in matters relevant to case management.**

| RATING | DESCRIPTION |
|----------------------------|---|
| <input type="checkbox"/> 5 | Consistently listens to input from others, makes appropriate decisions based on shared information, and initiates activities and contributes information that promotes mutual problem solving. Seeks Mentor's guidance if needed. |
| <input type="checkbox"/> 4 | |
| <input type="checkbox"/> 3 | In most situations, listens carefully to input from others, makes appropriate decisions based on shared information, usually participates in activities and contributes information that promotes mutual problem-solving. Usually seeks Mentor's guidance when needed. |
| <input type="checkbox"/> 2 | |
| <input type="checkbox"/> 1 | Requires Mentor's guidance to effectively identify the need to consult or collaborate with other professionals in case management activities. Does not make decisions based on shared information and/or focus on mutual problem-solving activities. Does not seek Mentor's guidance when needed. |

***17. Provides counseling and supportive guidance regarding the patient's/client's communication and hearing concerns to client, family, caregivers, and significant others.**

| RATING | DESCRIPTION |
|----------------------------|---|
| <input type="checkbox"/> 5 | Listens, reflects, and explains information using terminology appropriate to the audience. Monitors understanding by asking questions and encouraging interaction among all participants. Engages patient/client and family in problem-solving activities. Seeks Mentor's guidance if needed. |
| <input type="checkbox"/> 4 | |
| <input type="checkbox"/> 3 | Listens but may show some difficulty reflecting and/or explaining information using terminology appropriate to the audience. Monitors understanding by asking questions but may have some difficulty encouraging interaction among all participants. Attempts to engage patient/client and family in problem-solving activities. Usually seeks Mentor's guidance when needed. |
| <input type="checkbox"/> 2 | |
| <input type="checkbox"/> 1 | Does not listen, reflect, and/or explain information appropriately and does not use terminology appropriate to the audience. Does not monitor understanding by asking questions and/or encouraging interaction among all participants. Does not engage patient/client and family in problem-solving activities. Does not seek Mentor's guidance when needed. |

18. Plans and implements educational programs for other professionals and the general public to facilitate acceptance and treatment of disabilities associated with communication disorders.

| RATING | DESCRIPTION |
|-----------------------------|--|
| <input type="checkbox"/> 5 | With consideration of the needs of the audience, independently and consistently provides clear and meaningful educational information to facilitate the acceptance and treatment of disabilities associated with communication disorders. Seeks Mentor's guidance if needed. |
| <input type="checkbox"/> 4 | |
| <input type="checkbox"/> 3 | In most situations, considers the needs of the audience and independently provides clear and meaningful educational information to facilitate the acceptance and treatment of disabilities associated with communication disorders. Usually seeks Mentor's guidance when needed. |
| <input type="checkbox"/> 2 | |
| <input type="checkbox"/> 1 | Does not consider the needs of the audience and requires supervisory guidance to provide educational information that facilitates the acceptance and treatment of disabilities associated with communication disorders. Does not seek Mentor's guidance when needed. |
| <input type="checkbox"/> NA | Not applicable. Skill not performed by Applicant at this facility. |