

Knowledge Inventory (Description)

What is the Knowledge Inventory?

The Knowledge Inventory is a tool that calls on the trainee to qualify his level of knowledge about various aspects relevant to the placement. It is designed to compare the trainee's theoretical and practical knowledge with the practical know-how that is needed to operate efficiently in the placement setting. The trainee reviews what he has learned in class and his placements, and recognizes the topics where he will need to further develop his knowledge and skills to be able to act in various situations. This document can be sent to the trainee before the start of the placement. The supervisor may then discuss its content with the trainee during the first days of his placement.

The Knowledge Inventory is **useful for the trainee** to:

- Assess his level of knowledge according to placement expectations
- Have an overview of his strengths and aspects that he needs to improve
- Determine elements specific to his exercising his functions that need to be further developed
- Clearly express his needs to his supervisor

The Knowledge Inventory is **useful for the supervisor** to:

- Estimate the trainee's level of knowledge in order to provide him with relevant information
- Plan placement activities, taking his level of knowledge into account
- Adapt his expectations to the trainee's competencies
- Lessen conflicts between himself and the trainee that may be caused when expectations are too demanding
- Adopt the appropriate role to guide the trainee

What does it contain?

The Knowledge Inventory must be tailored to each clinical setting. It must contain information as detailed as possible in order to identify the trainee's level of knowledge. It must reflect the reality of the profession as faithfully as possible. It may be useful to ask that the trainee fill out this tool regularly along his placement, to observe his progress and assess where gaps may still remain. Comparing results at the start and at the end of the placement will provide a fair assessment of the trainee's progress.

References

Villeneuve, L. (1995). *Cahier d'encadrement du stage supervisé*. Montréal, Canada: Éditions Saint- Martin.

Knowledge Inventory (Tool)

Learnings	0 Don't know at all	1 Sounds vaguely familiar	2 I learned it but nothing more	3 I know it well but I could further develop	4 Very good mastery of this element
Issues addressed					
Knowledge of the clientele (e.g. socioeconomic level, sex, age, cultural distribution)					
Knowledge of pathologies / social issues in the environment (e.g. chronic disorders, neurological disorders, substance abuse, domestic violence, etc.)					
Intervention process					
Ability to establish a supportive relationship (e.g. warm welcome, climate of trust, significant relationship)					
Analyze a problem situation (e.g. collect and organize relevant data, priorities, hypotheses, relevant interventions, limits of the interventions)					
Knowledge of tests (e.g. Berg, MoCA, motivational interviewing, etc.)					
Develop an intervention plan (e.g. objectives, relevant interventions and deadlines)					

Learnings	0 Don't know at all	1 Sounds vaguely familiar	2 I learned it but nothing more	3 I know it well but I could further develop	4 Very good mastery of this element
Carry out the intervention plan (e.g. use of relevant materials and techniques)					
Evaluate the intervention (e.g. measure results achieved, determine the relevancy or effectiveness of means that were used, detect the factors of change or obstacles)					