ABSTRACT
This poster describes the importance of students engaging in self-assessment to enhance the development of their clinical skills. In addition, the poster describes a new approach implemented in a university’s on-campus clinic to foster more effective and meaningful self-assessment by student clinicians.

INTRODUCTION
Self-assessment of clinical behaviors has often been a part of a student’s educational experience when developing skills to be a competent speech-language pathologist or audiologist. In examining a continuum of supervision, self-supervision is considered a critical stage in the development of students’ clinical skills. Self-supervision is described as a stage in which individuals are able to accurately analyze their clinical behavior, evaluate the outcome of their clinical service, and make changes in their behavior based on their analysis (McCrea & Brasseur, 2003). In the usual model of supervision, this stage of development often occurs after some experience in the supervisory process. It may be implemented after an individual is no longer dependent on feedback from a supervisor to evaluate the success of clinical work. However, if a supervisor uses a collaborative style of supervision, a focus on self-supervision will be an important part of the supervisory process throughout the clinical experience (Anderson, 1988, McCrea & Brasseur, 2003). In a collaborative style of supervision, the supervisor and supervisee work together to meet the needs of the client and to foster the professional development of each other. The supervisee must assume responsibility for analyzing the success of clinical service and must be actively involved in the decision-making process.

ASHA’S STATEMENT ON SUPERVISION
Recently, ASHA has published several documents on supervision (ASHA, 2008). Among them is a knowledge and skills document which outlines 11 core areas of knowledge and skill related to supervision. Within the core areas, reference to self-assessment is made in Section 3 and Section 11. Specifically, supervisors are encouraged to develop supervisees’ critical thinking and problem-solving skills and demonstrate understanding and use of self-evaluation to promote supervisee growth. Supervisors also are encouraged to understand how skill level influences the mentoring process and to model behaviors necessary for life-long development of professional competence. The ability to engage in self-assessment is an essential skill to foster in new clinicians.

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DEVELOPING A NEW SELF-ASSESSMENT PROCESS

THE MOTIVATION FOR A NEW SYSTEM: Prior to 2008, our self-assessment for on-campus clinic required that all students answer a brief list of questions regarding each week of therapy. The items required students to set weekly goals, describe their progress in meeting these goals, evaluate their overall strengths for the week, and identify areas to improve. While the intent of these questions was to foster critical analysis of clinical behavior, most students viewed the process as another form to complete. As a result, students often complained about the form and viewed it as having limited value in enhancing their clinical skills. In addition, clinical supervisors observed that the self-assessments were often a replication of feedback from the supervisor, with little novel insight regarding clinical skill.

PILOT STUDY: In the Summer of 2007, the authors implemented a self-study of the supervisee self-assessment process. We decided to implement a journaling format for self-assessment and piloted the project with two students who were very different in personality and who had very different clinical assignments. Both students reported that the new format was extremely helpful in evaluating their own skills and they believed the process was much more meaningful to them. Subsequently, in the Fall of 2007, we piloted the new journaling process with all clinicians on-campus clinic. A training session was conducted to help students understand the rationale for the new system and they were given weekly feedback on their self-assessment entries.

IMPLEMENTATION OF THE NEW PROCESS: Upon completion of the Fall semester, students were very supportive of the new system for self-assessment and their attitude regarding the process was highly positive. This was a noticeable change. As a result, the new system of journaling was implemented in the Spring of 2008 and continues to be used in our on-campus clinic for all students.

ADDITIONAL COMPONENTS OF OUR PROCESS:
• Discuss supervision and self-assessment in a class.
• Practice journaling as part of a course assignment prior to enrollment in clinic. Emphasize self-assessment is about clinician, not the client.
• Identify 1-2 supervisee goals for every therapy or evaluation session.
• Develop semester supervisee goals.
• Complete practicum evaluation form and discuss with supervisor at midterm and the end of the semester.
• Develop a written list of strengths and weaknesses at midterm and the end of the semester.
• Write a comprehensive summary of supervisee goals across all clinical experiences and describe achievement of the goals at the end of the semester.

EXAMPLE OF “OLD” SELF-ASSESSMENT

• Teacher observed?
• Yes

EXAMPLE OF “NEW” SELF-ASSESSMENT

• This week’s goal was to provide clear and concise instructions to JJ for each activity. I met this goal on the 28th better and viewed it as having limited value in enhancing their clinical skills. In addition, clinical supervisors observed that the self-assessments were often a replication of feedback from the supervisor, with little novel insight regarding clinical skill.

CONCLUSION: Self-assessment is essential in enhancing students’ ability to learn how to learn and to become accurate observers of their own and others’ behavior. In addition, self-assessment fosters the development of critical thinking and problem-solving skills and the likelihood of autonomous life-long learning. We have found journaling to be a successful way to help students engage in the process of self-evaluation with positive feedback from students regarding its meaningfulness to them in clinical education.