Assessment of Self Directed Learning (ASDL) - Instructions

This evaluation is only completed once, at final evaluation. However, the student's performance on these elements may be discussed at midterm within the Assessment of Clinical Competence (ACC-SLP) under the **Scholar** competency 5.a "Maintains currency of professional knowledge and performance in order to provide optimal care."

The Clinical Instructor (CI) will be sent a link in order to complete the evaluation online. Until the student submits their evidence of achieving their SMART goals, the link will only let you view the evaluation questions and the list of the student's SMART goals. **You will only be able to enter grades and comments after the student has submitted their evidence of goal attainment, which will be no later than 4 days before the end of placement.** So your steps are:

- Click on the link and scroll to the very bottom. You will see: Previous Stages PDF Click on Previous Stages PDF – on the first page, you will see the student's SMART goals and on the second page, once the student has submitted it, you will see their evidence of goal attainment. Alternatively, you can flip between the student's goals (stage 4), their evidence (stage 5), and your evaluation (stage 6) by changing the stage near the top:

> Stage 4 - Faculty Final Review
> ✔ Completed   Submitted on: 2022-02-07 08:19 PM
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> Stage 5 - Student Evidence of Achievement
> ✔ Completed   Submitted on: 2022-03-06 10:31 AM
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> Stage 6 - Clinical Instructor Assessment
> ⏱ Not Yet Started   Due Date: 2022-03-11

- Gradually work on completing the evaluation, per Parts A and B below. Click on Save as Draft each time you leave the evaluation.
- For a paper copy, use the Print function in your browser window once you've completed the final draft - just click on the 3 dots at the top right of the window and select Print from there (you can then send to your printer if you want a paper copy or Save as PDF). NOTE: If comments you have entered are not fully visible, before you print you must first expand the size of the comment boxes by putting your cursor over the 2 diagonal lines in the bottom right-hand corner of each box and then dragging the arrow until the box is large enough to show all of the text. Alternatively, if you are both able to see your computer screen during your evaluation meeting, you can just review the evaluation online together and not bother with a printed version.
- When you have completed the final evaluation meeting with your student, complete the acknowledgement box at the end of the form and click on Submit. Clicking on Submit releases the evaluation to the student and to the Director of Clinical Education. The student will then have to complete an acknowledgement box when they receive it on their end.

Part A: Achievement of SMART Learning Goals

At the beginning of the placement, the CI and the student jointly decide upon 5 SMART Goals for the student to achieve by the end of the placement:
- 2 goals must relate to technical skills (e.g., assessment and intervention procedures),
- 2 goals must relate to diversity, interpersonal, and/or interprofessional skills, and
- 1 goal must relate to application of evidence-based practice via teaching or learning.

Goals should be customized to meet the student's learning needs and the characteristics of the placement. As described above, at least 4 days before the final day of placement, the student enters evidence of attaining each of the 5 goals. The CI then rates the student's achievement of each goal on a 0-2 scale:

☐	Goal is clearly met	2
☐	Minor elements not demonstrated	1
☐	Major elements not demonstrated	0

The CI may also enter any comments relating to the student's goal achievement. **To pass the placement, the student must achieve a grade of at least 8/10 on this component.**

Part B: Quality of Structured Reflection Logs

In Units 2-4, the student completes a total of 5 reflections – one per week for each of the first 5 weeks of placement (no reflection is required during the final week). In Unit 5, students must complete at least 5 and up to a maximum of 7 logs over the course of the 8 weeks (at least 3 before midterm and at least 2 after midterm). There are 6 elements the student must reflect on in each log:
- Critical learning moment OR ethical dilemma
- Clinical task/skill that was performed very well
- Clinical task/skill that needs improvement
- Example of an interprofessional learning or collaboration opportunity OR example of a system/administrative learning opportunity
- Informal visual estimate from 0-2 of progress toward achieving SMART Learning Goals
- A plan for bolstering specific Clinical Competencies the next week

At final evaluation, the CI considers the student's reflections and rates their performance in each of 3 sections:

	Number of reflections completed in full and on time:	**Grade**
☐	All	3
☐	All but one	2
☐	More than one incomplete and/or late reflection	0

	Degree of variety included in reflections over the course of the placement:	**Grade**
☐	Excellent (extensive range of experiences reviewed)	4
☐	Good (most entries reflected unique experiences)	3
☐	Fair (at least half of entries reflected unique experiences)	2
☐	Poor (reflections were frequently repetitive)	0

	Level of analysis demonstrated in reflections over the course of the placement:	**Grade**
☐	Excellent (Student clearly and consistently tied experiences to their functional importance, made astute recommendations for further learning and/or application, provided evidence of a constructive change in perspective or approach)	8
☐	Great (Student demonstrated all of the above in most but not all reflections)	7
☐	Good (Student included good experience examples and tied them to their functional importance, but was variable in the robustness of recommendations for further learning and/or application and in the robustness of evidence provided of a constructive change in perspective or approach)	5
☐	Fair (Student included good experience examples but demonstrated weak analysis of functional importance with unclear intentions for further learning and/or application)	3
☐	Poor (Student frequently included weak experience examples, showed limited to no evidence of attempting to reach an understanding of relevance and/or application, demonstrated limited to no change in quality of analysis over time)	1

The CI may also enter any comments relating to the assigned grade. **To pass the placement, the student must achieve a grade of at least 12/15 on this component.**