

## Assessment of Self Directed Learning - 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 Canadian Assessment of Clinical Competence (ACC-SLP) via the rating and comments in **Scholar** competency 5.a “Maintains currency of professional knowledge and performance in order to provide optimal care.” Please [click here](#) and scroll down to the Units 2-5 Evaluation section to locate the Assessment of Self Directed Learning form. *This form can be completed 100% electronically in MS-Word.*

At the beginning of the placement, the student fills in the first 6 fields on the cover page. At the final evaluation, the student or Clinical Instructor (CI) enters the date of the final evaluation meeting.

At final, both the CI and the student complete the checkbox certification of their signatures. The final completed form should be saved by both the CI and the student, but the student is responsible for submitting to the program (emailed to [slpadmin@mcmaster.ca](mailto:slpadmin@mcmaster.ca) and cc’d to the CI) along with the completed ACC-SLP form.

### 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. One of these goals must relate to interpersonal skill development, one must relate to interprofessional skill development, one must relate to technical skill development, and one must relate to application of evidence-based practice via teaching or learning. The remaining goal may fall into any of these categories, as dictated by the student’s learning needs and the characteristics of the placement. For each of the 5 goals, the student fills in the goal, the goal type (for goal 5, chosen from a dropdown menu), and the related area(s) of clinical competence (maximum of 3, chosen from dropdown menus).

Prior to the final evaluation meeting, the student enters evidence of attaining each of the 5 goals.

At final evaluation, the CI rates the student’s achievement of each goal on a 0-2 scale:

<input type="checkbox"/>	Goal is clearly met	2
<input type="checkbox"/>	Minor elements not demonstrated	1
<input type="checkbox"/>	Major elements not demonstrated	0

The CI may also enter any comments relating to the student’s goal achievement.

In order 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
- Identification of which Clinical Competencies require special focus the next week

At final evaluation, the CI reviews the student’s logs and rates the student’s performance in each of 3 sections:

	<b>Number of reflections completed in full and on time:</b>	<b>Grade</b>
<input type="checkbox"/>	All	3
<input type="checkbox"/>	All but one	2
<input type="checkbox"/>	More than one incomplete and/or late reflection	0

	<b>Degree of variety included in reflections over the course of the placement:</b>	<b>Grade</b>
<input type="checkbox"/>	Excellent (extensive range of experiences reviewed)	4
<input type="checkbox"/>	Good (most entries reflected unique experiences)	3
<input type="checkbox"/>	Fair (at least half of entries reflected unique experiences)	2
<input type="checkbox"/>	Poor (reflections were frequently repetitive)	0

	<b>Level of analysis demonstrated in reflections over the course of the placement:</b>	<b>Grade</b>
<input type="checkbox"/>	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
<input type="checkbox"/>	Great (Student demonstrated all of the above in most but not all reflections)	7
<input type="checkbox"/>	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
<input type="checkbox"/>	Fair (Student included good experience examples but demonstrated weak analysis of functional importance with unclear intentions for further learning and/or application)	3
<input type="checkbox"/>	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.

In order to pass the placement, the student must achieve a grade of at least 12/15 on this component.