

# STUDENT JOURNAL

**Self-Assessment:** Students' perspectives on their own work are generally honest and insightful. Adding the student's perspective to that of the clinical instructor's provides breadth to the number of observations that can be made and depth to our understanding of the conditions under which performance occurred. It is also generally accepted that self-assessment is a life-long professional obligation and that learning its process and outcome is essential while students are progressing through their professional education.

**Feedback:** The exchange of feedback regarding the performance of the CI and the students. This leads to improved knowledge, skills, attitudes, and/or communication. It should occur **constantly** in a learning situation, not only at formal meetings or evaluation sessions.

To improve the feedback process, focus your comments on:

- specific performance or behavior, not the person themselves
- observations, not inferences
- timeliness
- the problem solving approach.
  - Example: ask the student if the treatment of the student's patient produced the desired results or if the transfers for that day were completed safely.
- compliments as well as constructive criticism.
- proactive ways to address performance issues
- encouragement of self-assessment of performance

**Purpose:** The purpose of the student journal is to:

- develop self-assessment skills
  - identify specific areas to be addressed and improved as demonstrated through clinical activities
  - discuss and develop abilities in diagnosis, intervention, and goal setting
- emphasize proactive learning
- encourage timely and consistent feedback regarding performance
- enhance communication between CI and student
- clarify expected performance level based on level of education and clinical background
- provide method to proactively speak to concerns with student performance and behaviors by specifically identifying daily goals to address these areas
- offer ongoing growth and development of abilities through revision of prior goals or development of new goals
  - allow for the comparison of observed and desired behaviors and performance expectations
  - determine the conditions/ environment in which the behavior must be performed
  - decide the criteria for achievement of the performance expectations or behaviors
- present additional documentation detailing the clinical experience

**Process:**

- Students should identify specific, activity-based goals for each day
- Meet with the CI for 10 minutes prior to beginning the day and discuss these goals
- Meet at the end of the day for 5 minutes to assess whether these goals were met or not and to provide feedback
- The student should spend time reflecting on the feedback and their performance prior to deciding new goals for the next day

**Examples of Goals:**

- I will safely transfer Mr. Jones with a minimal amount of assistance from my CI.
- I will complete my documentation within a timely manner today.
- I will present Mr. Jones' case today at interdisciplinary rounds with minimal assistance from my CI.
- I will develop a plan of care for Mr. Jones' treatment session today/tomorrow.