Promoting Change Through Evaluation and Assessment

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Supervision

Supervision is a process that consists of a variety of patterns of behavior, the appropriateness of which depends on the needs, competencies, expectations, and philosophies of the supervisor and supervisee and the specifics of the situation (task, client setting and other variables)....

The goals of the supervisory process are the professional growth and development of the supervisee and the supervisor, which is assumed will result ultimately in optimal service to clients.”

(Jean Anderson, 1988)

Anderson’s Model

• A continuum perspective
  • Vary the amount and degree of involvement
  • The stage of the student clinician dictates the Clinical Educator’s style
  • Clinical Educators not exclusively in the expert role, but focus is on the supervisory process

Anderson’s Continuum of Supervision

Supervisees

- Graduate students
- Clinical Fellow
- SLPs
- Paraprofessionals
- Other professionals
- Others

- Keep in mind that requirements vary by facility/licensure/pay source
- ASHA Resources
  - Ad Hoc Committee
    - Report on Supervision
  - CF Requirements

Why do we do it?

- Determine accountability
- Document progress towards goals
- Demonstrate attainment of competencies
- Establish goals for continued improvement
- Identify areas for professional development

- Opportunity for exchange of information and ideas

![Assessment and Evaluation Diagram]

Best Practices in Assessment

- Clear and explicit expectations
  - Shared from the beginning
  - Mutually agreed upon
  - Revisit as needed

- Ongoing and not episodic
  - Regular
  - Demonstrated performance

- Based on a variety of measures
  - Based on data collection
  - Input from number of sources
  - Analysis and integration

- Encourage self-reflection
  - Self-analysis
  - Part of the process

- Promotes change
  - Open discussion
  - Goal setting

Clear and Explicit Expectations

- BE SPECIFIC

- Based on clear conceptual framework
- Shared early in the process
- Mutually agreed upon
- Revisited and revised as needed

Ongoing and not episodic

- At regular intervals
- Representative of various roles and responsibilities

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Based on a variety of assessment measures

- Narratives
- Observations
- Rating Scales
- Objective Feedback
- Competency-based Assessment
- Input from multiple sources

Encourages self-reflection

- Systematic
- Part of the process
- May require training
- Within a relationship

Promotes change

- Open discussion
- Joint goal setting
- Alignment with vision and mission

Judgmental Bias

- “I think he’s a bit out of his element working with preschoolers. You know, males just aren’t as good with children. I guess he couldn’t cut it as an audiologist.”

Halo Effect

- “She is great at everything she does....don’t you agree?”

Tendency

- “He is an average worker. I’ll give him 5’s across the board.”
I don’t believe in giving “A’s”. The last student to get an “A” from me was, hmm, let’s see…..

Similar to Me Effect

Contrast Effect

Recency Effect

Cultural, generational and personality factors to consider

• Consider
  – View of authority
  – Language/communication differences
  – Power/status differentials
  – Cultural traditions/dress/appearance
• Understand your cultural competency
• Follow best practices

Ethical and Legal Considerations

Equal Employment Opportunity Commission EEOC

1. Job related and utilize behavior oriented, rather than trait oriented, criteria;
2. Use tests, measurements, scales, feedback, and other evaluation tools derived from an analysis of each job;
3. Not reflect a bias based on race, color, sex, religion, age, or national origin; and
4. Be conducted by persons that have distinct knowledge of the position.

State and local licensure laws

• ASHA CODE OF ETHICS
  • Accreditation agencies
  • Third party payers (Medicaid and CMS)

Ethical and legal considerations

• On-going written journals, anecdotal notes
• Observational data
• Evaluative rating scales
• Copies of supervisor notes on lesson plans or on observation feedback inc
• Drafts of written materials
• Records of conferences and other interactions
• In specific circumstances, a contract may be necessary

Documentation is key…
7 Best Practices for Performance Measurement [supervision]

1. Keep it simple - The essence of profound insight is simplicity. Focus on the critical few.
2. Measure the right things - Measures that tell how we are doing, not what we are doing. Demonstrate outcomes that customers care about.
3. Engage the workforce - Increase participation in strategic planning. Engage the workforce about performance and improvement.
4. Everything must connect - Goal alignment throughout the enterprise. Connect inputs, processes, and outputs with outcomes.
5. Process-centric vs. functional view - Breakdown functional silos and promote shared ownership.
6. Extract meaning from measures - Use performance measures as a diagnostic tool. Train managers to ask the right questions of the data.
7. Institutionalize the performance initiative throughout the enterprise - Create a common structure for consistency in performance assessment. Integrate budgeting, operations, and incentive processes with the performance initiative.