



# An Investigation of Graduate Speech Pathology Students' Clinical Self- Efficacy Beliefs

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Professionals

Rubini Pasupathy, Ph.D., FACHE

Texas Tech University Health Sciences Center  
School of Allied Health Sciences

# Clinical Self-Efficacy Study



## *Purposes*

- Study the clinical self-efficacy of speech language pathology graduate students
- Investigate the relationship between SLP clinical self-efficacy and clinical performance

## *Research Questions*

- What is the relationship between SLP clinical self-efficacy and clinical performance?
- What is the relationship between SLP clinical self-efficacy and clinical experience?
- Does SLP clinical self-efficacy vary by task domain?

# Significance

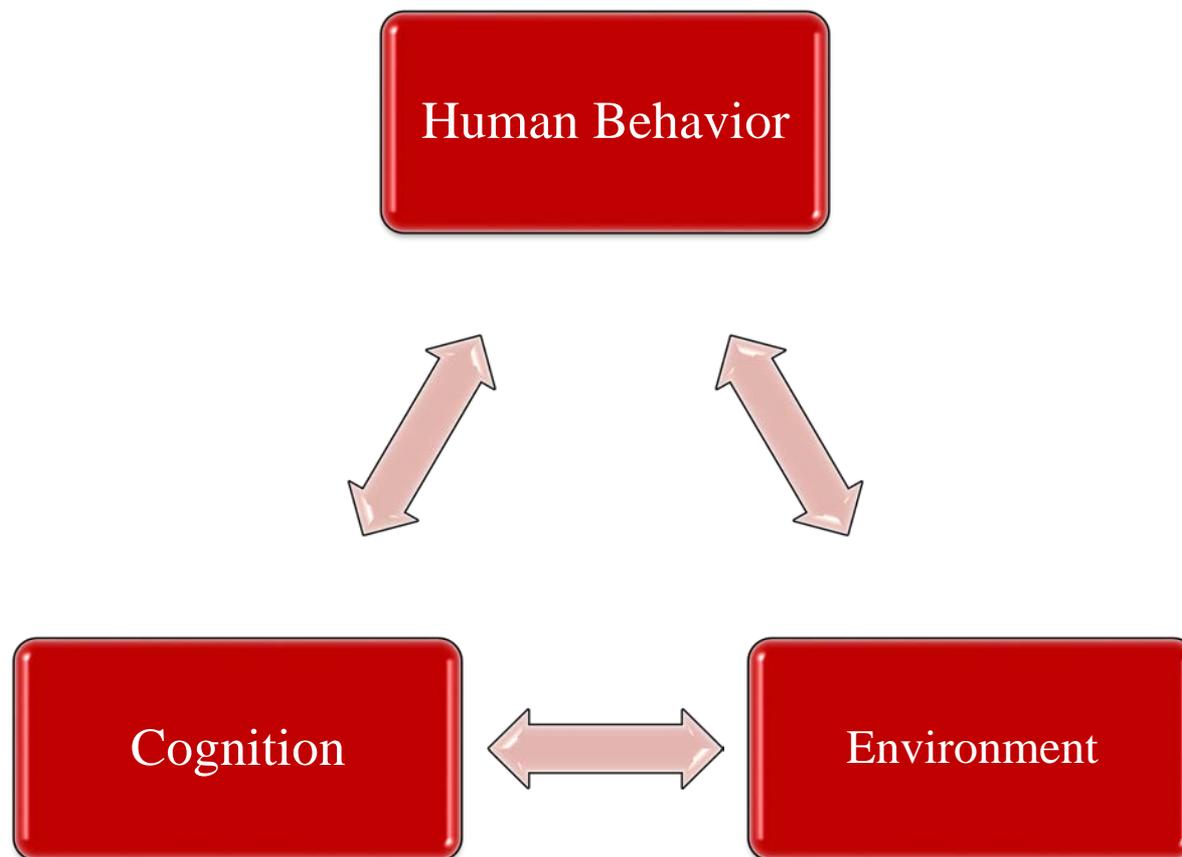


- How do we, as allied health educators, know if our students have clinical self-efficacy and are able to put into clinical practice theoretical knowledge gained in graduate education
- Allied health educators often face the issues:
  - Student anxiety about clinical placements
  - Student fear of interacting with new patients
  - Student fear of doing more harm than good with certain clinical procedures



# Literature Review

## Social Cognitive Theory (Bandura, 1977)



# Self-Efficacy



- Judgment of confidence to perform a specific task successfully
- SLP Clinical self-efficacy
  - confidence an individual has in one's ability to perform speech therapy successfully



# Sources of Self-Efficacy



Self-efficacy results from:

1. Enactive Mastery Experience
  - *Early success boosts a student's self-efficacy*
  - *Early failure boosts a student's self-doubt*
2. Vicarious Experience
  - *Observation*
  - *Aspirational models*
3. Verbal Persuasion
  - *Feedback*
4. Physiological and affective state

# Clinical Self-Efficacy



- Students will *fear* and tend to *avoid* clinical tasks they believe exceed their abilities
- Student will *get involved* in clinical tasks or activities, and will do so assuredly, when they judge themselves capable
- Students' self-efficacy will impact the amount of *effort* they will expend and how long they will *persist* in a task in the face of obstacles

# Hypothesis



## *Research Question 1*

1. A positive correlation is expected between the reported clinical self-efficacy scores and the supervisor's assessment of clinical skills as reported by students

## *Research Question 2*

1. It is expected that there will be a statistically significant ( $p < 0.05$ ) difference between reported clinical self-efficacy scores of students in the first and second year of the graduate program
2. There will be a positive correlation between the reported number of clinical clock hours and clinical self-efficacy scores

## *Research Question 3*

1. It is expected that there will be a statistically significant difference ( $p < .01$ ) in the domain means for all graduate students.
2. It is expected that there will be a statistically significant difference ( $p < .01$ ) in the domain means for 1st and 2nd year students

# Methodology



- Research Design
  - Survey of clinical self-efficacy
- Participants
  - 1st year SLP graduate students (N=29)
  - 2nd year graduate students (N=34)
  - \$5 gift card for participation



# Methodology



## The Clinical Self-Efficacy Inventory

1. Case History
2. Evaluation
3. Diagnoses
4. Administrative & Reporting
5. Communication
6. Collaboration & Counseling
7. Intervention



- *How confident are you that you can develop appropriate materials /activities for clients with mild communication disorders?*

## Background Questionnaire

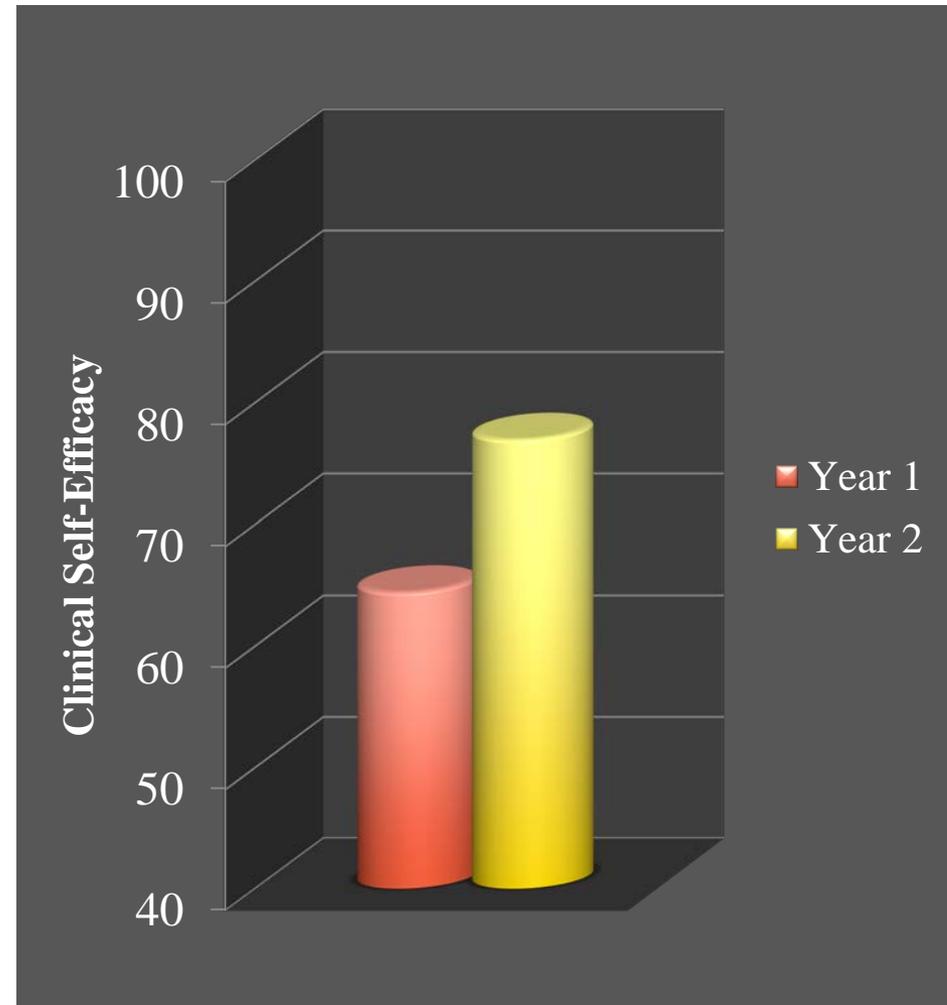
- *Year in graduate school, clock hours, supervisor assessment score*



# Results Research Q<sub>2</sub>



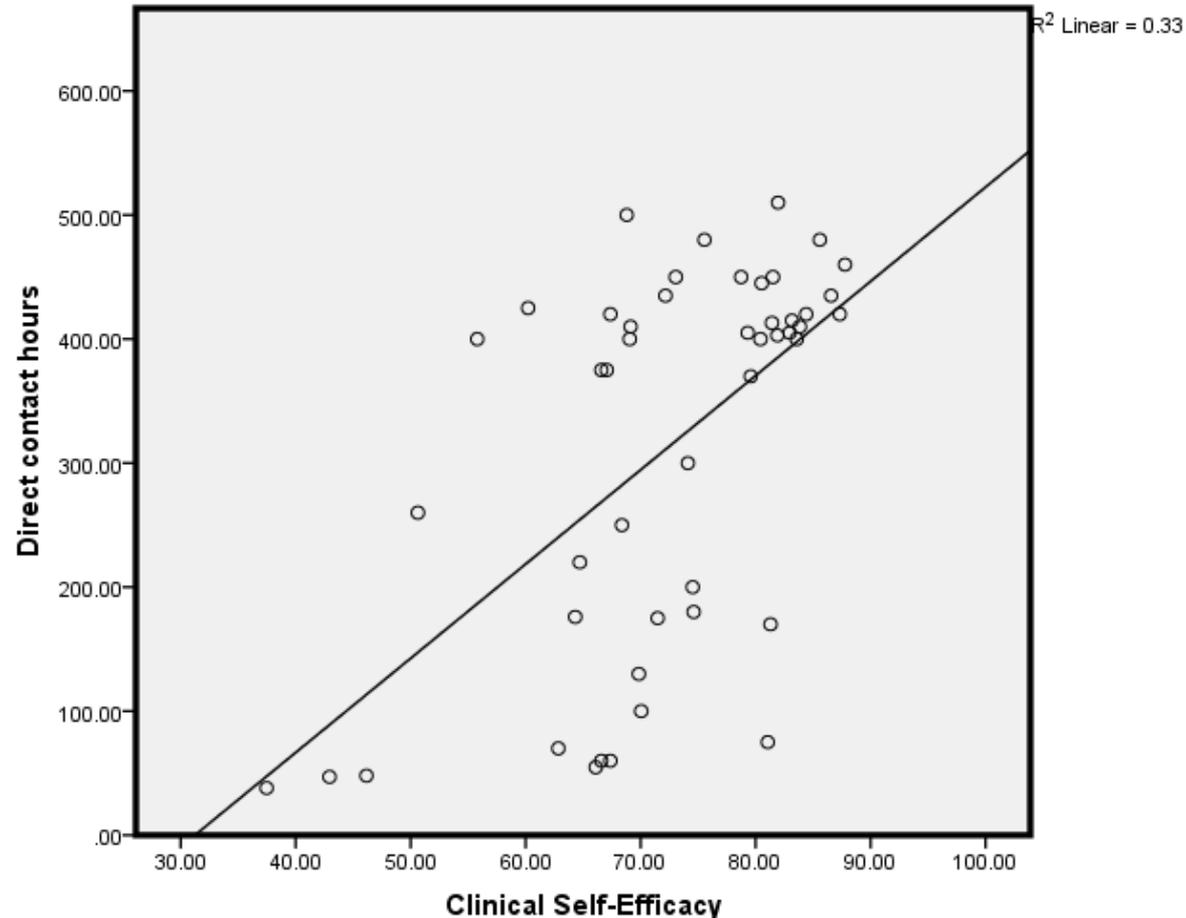
- Significant difference in clinical self-efficacy between first year (M = 64.46, SD=12.42) and second year (M = 76.97, SD = 8.31) students;  $t(46) = -4.184, p = 0.00$ .



# Results Research Q<sub>2</sub>



- There was a positive correlation between clinical self efficacy and direct contact hours,  $r = .575$ ,  $n = 63$ ,  $p = .000$



# Results Research Q<sub>3</sub>

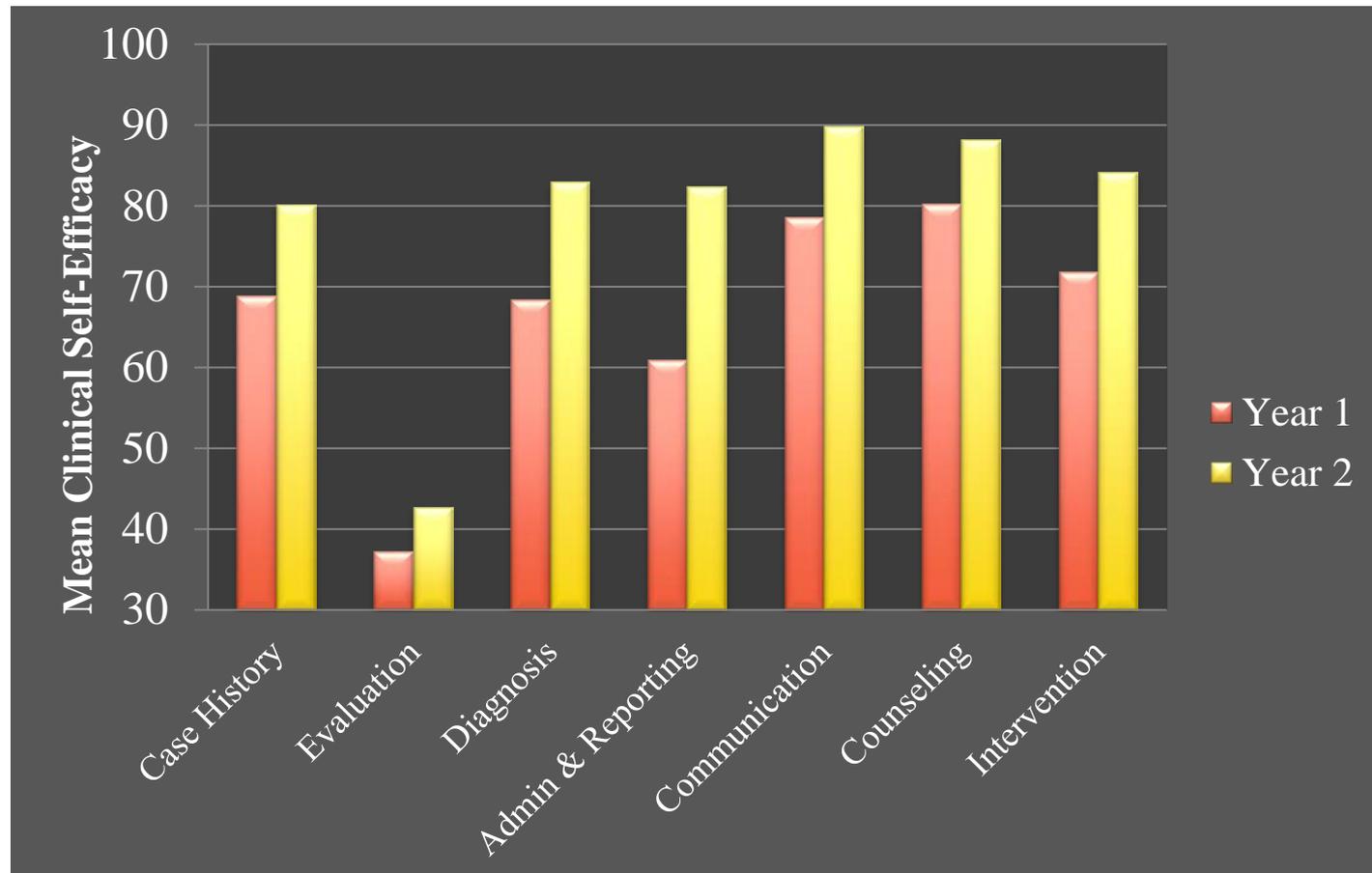


- Graduate students were most efficacious in:
  - Communication
  - Intervention
- Graduate students were least efficacious in:
  - Evaluation
- One-way ANOVA indicated a significant main effect for task domain ( $F(6, 398) = 62.31, p < .01$ ).
  - SLP clinical self-efficacy of evaluation tasks were significantly lower
  - SLP clinical self-efficacy of communication was significantly higher than all other domains except collaboration and intervention

# Results Research Q<sub>3</sub>



There was a significant difference ( $p < .01$ ) between the means for 1<sup>st</sup> and 2<sup>nd</sup> year students for the following domains.



# Discussion



- There is strong relationship between SLP clinical self-efficacy and clinical performance
  - Clinical self-efficacy has been found to be a predictor of clinical performance
  - It is important to identify and provide additional academic support to students with low clinical self-efficacy in order to enhance confidence and improve clinical skills.



# Discussion



- There was a strong positive relationship between SLP clinical self-efficacy and clinical experience
  - Number of clinical clock hours and year in graduate program
  - 2<sup>nd</sup> year students through mastery and vicarious experiences may have gained confidence in conducting clinical tasks
  - 2<sup>nd</sup> year graduate students may have had a wider variety of clinical experiences in a number of different clinical settings

# Discussion



- SLP clinical self-efficacy measures varied by task domain.
  - Students are not equally confident in performing the various tasks successfully.
  - Students were most efficacious about conducting tasks related to communication and intervention and least efficacious about conducting evaluations.
  - Students perceive evaluation tasks to be more difficult than other SLP clinical tasks.

# Conclusion



- Clinical self-efficacy enhancing strategies can improve SLP education and student performance.
- Clinical SLP self-efficacy building should be an integral component of graduate education due to the relationship between efficacy, performance, and experience.
- It is important that graduate educators are aware of the construct of clinical self-efficacy and take action to integrate efficacy building into clinical education.

# Self-Efficacy Enhancement Strategies in Allied Health Education



- **Skills Mastery**
  - Students should experience success early
  - Instructors should break down clinical tasks into small, manageable steps
  - Students should be given clinical experiences that match their skill sets
  - Students should be encouraged to set personal goals, create a plan to achieve goals, and acknowledge accomplishment of goals

# Self-Efficacy Enhancement Strategies in Allied Health Education



- **Modeling**
  - Provide undergraduate students the opportunity to observe
  - Pair new students with more experienced students early
  - Encourage students to emulate successful clinical strategies
- **Verbal persuasion**
  - Prior to the clinical task, provide positive encouragement, which helps the student believe he/she has the capability to complete the clinical task
  - Provide specific feedback on ability, which helps the student build self-efficacy



# Questions?

