

Section Eleven: Evaluation of the Learning Experience

Applicant's evaluation/summary of what he/she has learned through the specialization process. State specifically what you have learned and how have you applied your learning in general and in relation to the three clients? This section must include information on each component of the SRP (Continuing education, Observations, and Mentoring contacts) [maximum of 3 pages]

In this section, you are asked to reflect on what you learned during the entire specialization process. In the three pages you are allowed, discuss some of the more significant things you learned from the 100+ hours of *Continuing Education*, 25+ hours of *Observation*, and numerous *Mentor Contacts*, AND how you applied this learning to the three clients presented in your portfolio.

In addition to more general comments concerning the three areas above, this document must reference how particular CEU experiences, Observations, and/or Mentor Contacts affected the treatment plan of the individual portfolio clients in your portfolio.

For example:

“Attending NSA meetings offered fabulous insights into the world of adults who stutterer. In particular at one meeting, the participants discussed the ease or difficulty with which they can speak to their spouse about their fear of speaking. This understanding led me to re-evaluate client AB’s regular excuses about why her husband was unable to participate in treatment. “

“Having Dr. X as a mentor was invaluable. I have benefited greatly from her experience, knowledge, and very natural (and effective) style in communicating with adults. By reviewing videotapes of my treatment sessions with client CD, she helped me to see that I was missing many opportunities to build trust in my clinical relationship, because I was more focused on the current treatment goals; than the current needs of this adolescent.”

“The workshop with X and Y had a significant effect on the way I now treat pre-school children. The videotapes presented by these speakers demonstrated that by encouraging parents to continue working on things they were doing well (rather than working on something that the clinician assigned) was very empowering for the parents. As soon as I began taking this approach with EF’s parents, compliance and their sense of involvement increased dramatically.”