

SELF-ASSESSMENTS FOR CLINICAL INSTRUCTORS

1.0 THE CLINICAL INSTRUCTOR (CI) DEMONSTRATES CLINICAL COMPETENCE AND LEGAL AND ETHICAL BEHAVIOR THAT MEETS OR EXCEEDS THE EXPECTATIONS OF MEMBERS OF THE PROFESSION OF PHYSICAL THERAPY.

1. Do you, as the clinical instructor (CI), have at least 1 year of clinical experience? Yes No Developing

2. Do you demonstrate a desire to work with students by pursuing learning experiences to develop knowledge and skills in clinical teaching? Yes No Developing

3. Do you, as the CI, demonstrate competence as a physical therapist or a physical therapist assistant by:
 - a) Utilizing the patient/client management model in the *Guide to Physical Therapist Practice* to demonstrate a systematic approach to patient care? Yes No Developing

 - b) Using clinical reasoning and evidence-based practice in the delivery of health services? Yes No Developing

 - c) Providing rationale for the patient/client?
 - Examination, evaluation, diagnosis, prognosis, interventions, outcomes, and reexaminations (PT) Yes No Developing

 - Interventions (including data collection and outcomes associated with those interventions) as directed and supervised by the PT and within the plan of care (PTA) Yes No Developing

 - d) Demonstrating effective time-management skills? Yes No Developing

4. Do you, as the CI, adhere to legal practice standards?
 - a) By holding a current license/registration/certification as required by the physical therapy practice act in the state in which you practice? Yes No Developing

 - b) By providing physical therapy services that are consistent with your state practice act and interpretive rules and regulations? Yes No Developing

c) By providing physical therapy services that are consistent with state and federal legislation, including, but not limited to:

- Equal opportunity and affirmative action policies Yes No Developing
- Americans With Disabilities Act (ADA) Yes No Developing

d) By ensuring that the patients/clients have been informed of and consent to have a student involved in providing physical therapy services? Yes No Developing

5. Do you, as the CI, demonstrate ethical behavior, as outlined by the clinical education site policy and the APTA *Code of Ethics and Guide for Professional Conduct*? Yes No Developing

6. Do you, as the CI, consistently demonstrate the APTA Core Values (<http://www.apta.org/documents/public/education/professionalism.pdf>) of accountability,* altruism,* compassion/caring,* excellence,* integrity,* professional duty,* and social responsibility*? Yes No Developing

COMMENTS/PLAN:

2.0 THE CLINICAL INSTRUCTOR DEMONSTRATES EFFECTIVE COMMUNICATION SKILLS.

- 1. Do you, as the CI, use verbal, nonverbal, and written communication skills and information technology to clearly express yourself to students to:
 - a) Define performance expectations for students? Yes No Developing
 - b) Collaborate to develop mutually agreed-on goals and objectives for the clinical education experience? Yes No Developing
 - c) Provide feedback? Yes No Developing
 - d) Demonstrate skill in active listening? Yes No Developing

- 2. Do you, as the CI, facilitate communication by:
 - a) Encouraging dialogue with students? Yes No Developing
 - b) Providing time and a place for ongoing dialogue to occur? Yes No Developing
 - c) Initiating communication that may be difficult or confrontational around an issue of concern? Yes No Developing
 - d) Remaining open to and encouraging feedback from students, clinical educators, and other colleagues? Yes No Developing

COMMENTS/PLAN:

3.0 THE CLINICAL INSTRUCTOR DEMONSTRATES EFFECTIVE BEHAVIOR, CONDUCT, AND SKILL IN INTERPERSONAL RELATIONSHIPS.

1. Do you, as the CI, form a collegial relationship with students? Yes No Developing
2. Do you model behaviors and conduct and instructional and supervisory skills that are expected of the PT or PTA? Yes No Developing
3. Do you demonstrate an understanding of the impact of your behavior and conduct as a role model for students? Yes No Developing
4. Do you promote the student as a colleague to others? Yes No Developing
5. Do you demonstrate respect for and sensitivity to individual differences? Yes No Developing
6. Are you willing to share your strengths and weaknesses with students? Yes No Developing
7. Do you, as the CI, remain approachable by assessing and responding to student concerns with empathy, support, or interpretation, as appropriate? Yes No Developing
8. Do you, as the CI, interact appropriately with patients, colleagues, and other health professionals to achieve identified goals? Yes No Developing
9. Do you represent the physical therapy profession positively by assuming responsibility for career and self-development and demonstrate this responsibility to the student by participation in activities, such as:
 - a) Continuing education courses? Yes No Developing
 - b) Journal club? Yes No Developing
 - c) Case conferences? Yes No Developing
 - d) Case studies? Yes No Developing
 - e) Literature review? Yes No Developing
 - f) Facility sponsored courses? Yes No Developing
 - g) Post-entry-level education? Yes No Developing

h) Area consortia programs? Yes No Developing

i) Membership and active involvement in the profession (eg, America Physical Therapy Association) Yes No Developing

COMMENTS/PLAN:

Empty box for comments or plan.

4.0 THE CLINICAL INSTRUCTOR DEMONSTRATES EFFECTIVE INSTRUCTIONAL SKILLS.

- 1. Do you, as the CI, implement, facilitate, and evaluate learning experiences for students based on a plan created in collaboration with students? Yes No Developing
- 2. Do you, as the CI, review the student's academic curriculum, level of didactic preparation, current level of performance, and the goals of the clinical education experience? Yes No Developing
- 3. Do you include learning experiences in the patient/client management model (eg, examination, evaluation, diagnosis, prognosis, plan of care, intervention, and outcomes for the PT student; directed interventions with the plan of care for the PTA student) and practice management activities (eg, billing, staff meetings, marketing)? Yes No Developing
- 4. Do you, as the CI, maximize learning opportunities by using planned and unplanned experiences within the entire clinical environment? Yes No Developing
- 5. Do you, as the CI, integrate knowledge of various learning styles to implement strategies that accommodate students' needs? Yes No Developing
- 6. Do you, as the CI, sequence learning experiences to allow progression towards the student's personal and educational goals? Yes No Developing
- 7. Do you, as the CI, monitor and modify learning experiences in a timely manner, based on the quality of the student's performance? Yes No Developing

COMMENTS/PLAN:

5.0 THE CLINICAL INSTRUCTOR DEMONSTRATES EFFECTIVE SUPERVISORY SKILLS.

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|----|---|------------------------------|-----------------------------|-------------------------------------|
| 1. | Do you, as the CI, present clear performance expectations to students at the beginning of and throughout the learning experience? | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Developing |
| 2. | Are goals and objectives mutually agreed on by you and students? | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Developing |
| 3. | Do you, as the CI, provide both formal and informal feedback? | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Developing |
| 4. | To provide student feedback, do you collect information through: | | | |
| | a) Direct observation and discussions with students? | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Developing |
| | b) Review of the students' patient/client documentation? | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Developing |
| | c) Available observations made by others? | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Developing |
| | d) Students' self-assessments? | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Developing |
| 5. | Do you, as the CI, provide feedback to students that is: | | | |
| | a) Frequent? | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Developing |
| | b) Positive? | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Developing |
| | c) Constructive? | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Developing |
| | d) Timely? | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Developing |
| 6. | Do you, as the CI, review and analyze feedback regularly and adjust learning experiences accordingly? | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Developing |
| 7. | Do you, as the CI, perform constructive (interim) and cumulative (final) evaluations of the students' performance by: | | | |
| | a) Participating with the student in ongoing constructive evaluations? | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Developing |
| | b) Providing cumulative evaluations at least at midterm and at the completion of the clinical education experience? | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Developing |
| | c) Including student self-assessments? | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Developing |

COMMENTS/PLAN:

[Empty rectangular area for comments or plan]

6.0 THE CLINICAL INSTRUCTOR DEMONSTRATES PERFORMANCE EVALUATION SKILLS.

1. Do you, as the CI, familiarize yourself with the students' evaluation instrument(s) prior to the clinical education experience? Yes No Developing

2. Do you, as the CI, use and articulate available information and observations when evaluating students' knowledge, skills, and behavior as related to specific performance criteria? Yes No Developing

3. Do you, as the CI, recognize and document students' progress by identifying areas of:
 - a) Entry-level competence? Yes No Developing
 - b) Exceptional performance? Yes No Developing
 - c) Unsafe or ineffective performance? Yes No Developing
 - d) Appropriate progression? Yes No Developing

4. In collaboration with the CCCE and ACCE/DCE, do you plan activities that continue to challenge student performance based on areas of:
 - a) Exceptional performance? Yes No Developing
 - b) Appropriate progression? Yes No Developing
 - c) Specific deficits? Yes No Developing

5. Do you, as the CI, demonstrate awareness of the relationship between the academic program and clinical education site as it relates to:
 - a) Student performance evaluations? Yes No Developing
 - b) Grading? Yes No Developing
 - c) Remedial activities? Yes No Developing
 - d) Due process in the case of student failure? Yes No Developing

6. Do you, as the CI, demonstrate a constructive approach to student performance evaluation that is:
 - a) Educational? Yes No Developing
 - b) Objective? Yes No Developing
 - c) Reflective? Yes No Developing

d) Directed at engaging students in self-assessment? Yes No Developing

7. Do you foster student evaluation of the clinical education experience, including:

a) Learning opportunities? Yes No Developing

b) CI performance? Yes No Developing

c) CCCE performance? Yes No Developing

d) The evaluation process? Yes No Developing

COMMENTS/PLAN: