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
- Americans With Disabilities Act (ADA)

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?

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?

COMMENTS/PLAN:
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:
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 (e.g., America Physical Therapy Association) □ Yes □ No □ Developing
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 (e.g., 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 (e.g., 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:


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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?  □ Yes □ No □ Developing

2. Are goals and objectives mutually agreed on by you and students?  □ Yes □ No □ Developing

3. Do you, as the CI, provide both formal and informal feedback?  □ Yes □ No □ Developing

4. To provide student feedback, do you collect information through:
   a) Direct observation and discussions with students?  □ Yes □ No □ Developing
   b) Review of the students' patient/client documentation?  □ Yes □ No □ Developing
   c) Available observations made by others?  □ Yes □ No □ Developing
   d) Students' self-assessments?  □ Yes □ No □ Developing

5. Do you, as the CI, provide feedback to students that is:
   a) Frequent?  □ Yes □ No □ Developing
   b) Positive?  □ Yes □ No □ Developing
   c) Constructive?  □ Yes □ No □ Developing
   d) Timely?  □ Yes □ No □ Developing

6. Do you, as the CI, review and analyze feedback regularly and adjust learning experiences accordingly?  □ Yes □ No □ 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?  □ Yes □ No □ Developing
   b) Providing cumulative evaluations at least at midterm and at the completion of the clinical education experience?  □ Yes □ No □ Developing
   c) Including student self-assessments?  □ Yes □ No □ Developing
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: