#  Table of Contents

**Fleming College**

**Clinical**

**Evaluation**

**- Personal Support Worker**

**Practical Nursing**

**Bachelor, Science in Nursing**

**Pilot Process**

**March 2010**

Table of Contents 1

Background 2

Applied Learning and Clinical Experiences 3

Fleming Faculty Competencies 3

Engage Learners in Active and Collaborative Learning 4

Develop Inclusive Learning Environments 4

Promote Effective Learning Assessment 4

Enhance Learning Through use of Emerging Technologies 4

Engage in Reflective Practice and Continuous Learning 5

Guidelines of Professional Practice – Fleming 5

Colleges of Nurses of Ontario – Professional Standards 5

Current Fleming Evaluation Tools/Process 6

Integration of Tools/Processes/Expectations 6

Recommendations 6

Next Steps 7

APPENDIX A - Student – Evaluation of Clinical Instructor and Experience 9

APPENDIX B - Clinical Instructor – Self Reflection Guide 13

APPENDIX C - Peer Evaluation – Clinical Instructor 18

Individualized PD Plan (3-Year) 21

References 22

# Background

A small committee was created to explore the development of tools and processes that support the evaluation of teaching effectiveness in a clinical setting. At Fleming to date there is no formal tool or process that can be relied upon to provide any measurement of effectiveness in the unique clinical settings. This is particularly of importance to the School of Education, Health & Wellness given the various programs that include clinical components and the obligation to meet rigorous accreditation requirements.

In establishing our approach, our thinking encompasses a broad spectrum of existing criteria of expectations of faculty in their dual professional roles, and to provide background for the integration of these elements into a meaningful evaluation tool/process. We begin with an exploration of clinical placements as applied learning experiences and the expectations of the faculty role, move to core Fleming faculty competencies, Fleming’s guidelines for professional practice, College of Nurses of Ontario professional standards in the role of educator, and finally to our existing evaluation tools/process upon which we can build if we so choose.

In the midst of our development process, Trent University shared the results of surveys administered with clinical instructors and clinical students to identify the type of feedback that both stakeholders would find meaningful, on a priority basis. This information was particularly helpful to the group in forming this initial pilot, the tools and process.

The final section contains our next steps that will guide the process as we move forward, piloting a process and tool that meets the needs of varied stakeholders and provides meaningful developmental feedback for clinical faculty, as well as a forum for learners in clinical settings to share their thoughts and/or recommendations for improvement.

# Applied Learning and Clinical Experiences

Applied learning, or learning by doing, can be difficult to design, implement and evaluate. Applied learning experiences, such as clinical, must be designed and developed by faculty in a thoughtful way within the program framework, not only complementing program outcomes but benefiting them as well.

In 2006 the college developed a “Compendium of Applied Learning” that identified the inventory of applied learning opportunities within all programs at Fleming, with a goal of increasing applied learning broadly as a learning strategy. A framework for applied learning was adopted based on design principles outlined by Brown and Duguid (1996) and Wenger (1998) that position learning as a social activity and the “community of practice” as an effective means of introducing the novice or student learner to the professional work environment in a meaningful and valid way.

Three different levels of applied learning were identified: application, integration and enculturation. Clinical experiences fall under the level of enculturation, a level at which learners begin to understand the culture of, as well as become part of the profession. Activities such as Applied Projects, Field Placement, Clinical Placement and Internships are examples of applied learning activities at the enculturation level. These are the culminating opportunities for integration and development of an understanding of the professional context, norms and work culture.

This study also identified student and faculty roles and industry roles or contributions related to an enculturation learning experience, captured as Appendix A. At the enculturation level, faculty role and responsibilities involves:

* Shifting between mentor, advisor, content expert, teacher and guide
* Providing students with critique and formative feedback to identify strengths, weaknesses, areas of potential growth, gaps in experience
* Providing advice, counsel and administrative assistance in the selection of clinical placements
* Designing assessments tools relevant to the course goals
* Finalizing the student grade with input from the work placement supervisor and student

This begins to shape faculty expectations related to teaching effectiveness and applied learning experiences such as clinical placements.

# Fleming Faculty Competencies

The information that follows on faculty competencies was developed by Janet Honsberger, Faculty Development Facilitator, after extensive consultation across the academic division.

The following competencies have been adapted to reflect those required of Clinical “instructors”, as compared to regular “professor” responsibilities. They comprise a framework for continuous professional development, inquiry and practice for faculty in their role as instructors at Fleming College. The framework is an integrated package. It reflects the complexity and multi-faceted nature of the faculty role - that of teacher and learner, professional practitioner/subject matter expert, and college employee/colleague.

There is an assumption that competency acquisition for instructors is based on a strengths-based, appreciative inquiry model. Professional skill and knowledge will grow and change according to the career stage of the individual (early, post-probationary, and established). As such; faculty will be able to use this framework to plan professional development activities based on regularly established and reviewed goals and achievements.

Instructors @Fleming College are able to effectively:

## Engage Learners in Active and Collaborative Learning

* Use teaching and learning strategies that effectively respond to diverse learning needs and complexity of learner profiles
* Create rich and varied learning activities that promote the development of effective problem solving strategies and that are supported with relevant learning resources
* Promote a positive and respectful learning environment through adherence to academic and behavioural standards and agreed upon norms and guidelines
* Integrate collaborative learning strategies that stimulate effective group work and team development
* Build and sustain meaningful interactions with learners

## Develop Inclusive Learning Environments

* Apply an understanding of cognition and how people learn in order to plan and guide student learning
* Respond to changing learner profiles, demographics and student expectations and readiness
* Use approaches to teaching and academic advising that support a range of learning styles and perspectives, as guided by the college
* Establish positive and supportive rapport with learners that contributes to academic, personal and professional growth (\* Aligned to Fleming Faculty Guidelines for Professional Practice)
* Use teaching resources, learning activities and assessment tasks that support diverse talents and ways of learning

## Promote Effective Learning Assessment

* Assess learner progress, providing prompt and constructive feedback
* Use a range of assessment strategies (formal, informal, formative an summative) to measure acquisition and mastery of required performances
* Help learners to assume increasing levels of responsibility and autonomy for their own learning
* Frequently solicit and respond to learner feedback
* Promote understanding of, and apply academic regulations and policies with consistency

##  Enhance Learning Through use of Emerging Technologies

* Delivers active and participatory learning using appropriate technologies
* Promote access to, and careful evaluation of learning resources and services through web-based information portals
* Delivers learning activities that reflect technical advancements in workplace environments
* Integrate knowledge and awareness of students’ approaches to learning, through technologies that are available to them
* Communicate effectively with program stakeholders using a range of  technologies

## Engage in Reflective Practice and Continuous Learning

* Remain current in professional/vocational/disciplinary knowledge and practice and maintain professional competency in one’s field of expertise
* Embed professional ethics and values in teaching practice
* Provide meaningful contributions to academic, professional, and local communities and solicit new ideas for curriculum and teaching practice through outreach and service
* Participate in relevant research and inquiry, learning, and development opportunities
* Participate actively in teams/groups within departments and across the college
* Maintain currency with academic systems, policies and operations
* Broaden teaching practice through consultation with peers, reflective inquiry, goal setting and professional development planning

While some of these competencies may be more prevalent in a clinical setting, they serve as a reference against which teaching effectiveness should be assessed, including clinical experiences.

# Guidelines of Professional Practice – Fleming

These guidelines were developed to ensure that there is a consistent focus on student learning and positive faculty-student interaction. The behaviours that are referenced, and, therefore, also of interest in evaluation processes are:

* Be respectful
* Set high expectations and standards
* Demonstrate professionalism
* Be engaged
* Stay connected
* Communicate effectively
* Be consistent

# Colleges of Nurses of Ontario – Professional Standards

This professional standards body has developed a set of criteria on which nursing professionals who serve in an “educator” role can measure their effectiveness. The measured criteria include:

* Accountability
* Continuing competence
* Ethics
* Knowledge
* Knowledge Application
* Leadership
* Nurse-Client Relationships
* Professional Relationships

This criteria provides guidance related to evaluative measures we would consider specific to Nursing clinical placements.

# Current Fleming Evaluation Tools/Process

The college is currently piloting a 360 degree approach to faculty evaluation for full-time faculty, with the fully developed process occurring every three years. Elements of the program design include:

Faculty/course evaluation results

Peer classroom observation

Peer teamwork feedback

Self-reflection

Dean classroom observation

Dean – summary

Individualized PD Plan

There are available a variety of evaluation areas and questions for the varied individuals who provide input (peers, students, self, Dean). Some of these tools may be transferrable to the clinical placement situation while others may not be suitable. A review to determine suitability and transferability to the clinical evaluation process will be required.

# Integration of Tools/Processes/Expectations

For a clinical placement teaching effectiveness evaluation tool to be effective, it must include a combination of the elements captured above. That is, it must measure:

1) the overall applied learning experience against its learning outcomes (as captured in the course outline)

2) the core competencies of instructors and expectations of teaching effectiveness at Fleming

3) the professional/technical competence of the instructor as it relates to the clinical experience

The competencies, skills and abilities being assessed must be linked to the overarching competencies, and roles and responsibilities as outlined in the sections above.

# Recommendations

Ideally there is an opportunity for key stakeholders to participate in the evaluative process. We are recommending a process that includes:

* 1. Student evaluation (see Appendix A)
	2. Instructor Self evaluation (see Appendix B)
	3. Peer evaluation (see Appendix C)

This three dimensional feedback process will culminate in all three perspectives (documents) being sent to the Dean for review. If there are concerns identified in the documentation, the Dean will contact the affected employee to begin a conversation focused on addressing the areas of concern.

At a high level ***the process*** will contain the following steps:

1) Students will be provided with Appendix A feedback forms in their clinical course package The instructor will introduce the feedback forms and link their importance to the professional requirements of providing critical feedback and continuous self-reflection that will result in on-going growth and development. Their feedback enables this for the clinical instructor and is an important aspect of the continuous improvement of clinical experiences for future students at the college.

2) Students will be asked to consider the feedback requested on the form throughout the clinical experience. Example: the section on “orientation” should be considered by students while the experience is fresh in their minds, making the feedback most meaningful.

3) The Clinical Instructor identifies a peer (another Clinical Instructor) to conduct a peer evaluation (Appendix C). The results of the peer evaluation are forwarded to the employee being evaluated and the Dean, School of EH&W.

4) During week 6 (for 7-week rotations), or week 11 (for 12 week rotations) students are contacted by Fleming Data Research (FDR) and are advised to complete their feedback forms on-line.

5) Fleming Data Research will collect the feedback data electronically, and will produce consolidated feedback data reports. These will be sent to the clinical instructor and the Dean, School of EH&W after completion of the clinical rotation.

6) The clinical instructor completes Appendix B, self-reflection exercise, incorporating feedback received from students and the peer evaluation.

7) The completed package of documentation (Consolidated Feedback from Appendices A, B and C) are sent to the Dean for review and any necessary follow-up.

8) Clinical instructors completing the process can include the documents in their professional portfolio to meet the College of Nurses self-reflective practice standards.

9) Re. sampling frequency, it is proposed that for a

*New* Clinical Instructor - each section of clinical instruction will be subject to student evaluation. Once each academic year (Sept. – Aug.), one section will also include peer and self review.

*C*linical Instructors beyond their first year of instructing - one section of clinical instruction per academic year (Sept. – Aug.) will be student evaluation, peer and self review. All other sections will be subject to student review only.

# Next Steps

The committee agreed that in order to ensure the path we follow is credible, of value to clinical instructors and their students, and can be relied upon as a meaningful measure of performance related to clinical placements, it was agreed that:

1) We should prepare draft thoughts and get feedback from clinical instructors, Deans and other stakeholders to ensure ultimate buy-in to the process/end results. Iris and Beryl to solicit feedback from select peers based on latest draft. COMPLETED.

2) The process for evaluation including who, when, how, what, where will be identified as part of this initiative (most clinical teachers are contract and not subject to mandatory evaluation at this time). Workshops/discussions may be required to promote this initiative and to respond to any questions or concerns instructors may have. IN PROGRESS.

3) Nursing program coordinators across the college system will be consulted to determine if they have any best practice related to clinical evaluation (a poll of HR Directors across the system yielded no substantive results). COMPLETED – no comprehensive best practice available across the system.

4) The pilot process will be defined and communicated so there is clarity around roles, responsibilities, application of tools, and timelines. IN PROGRESS.

5) Final documentation/process descriptors will be added to the HR website for access and reference on-going. Patti – once process/documentation confirmed.

6) Post-critique of the pilot experience will occur early in the fall 2010.

# New Logo-035

# APPENDIX A - Student – Evaluation of Clinical Instructor and Experience

|  |
| --- |
| Evaluation Information |
| Instructor Name: |            | Student Name (Optional): |                 |
| Clinical Program: |             | Clinical Rotation: |       |
|  Clinical Site: Clinical Dates: |
|   Clinical Course #: Semester: |
|  |
| Review Guidelines |
| The purpose of this form is to provide constructive feedback to the clinical instructor and the college regarding the student’s experience. As health professionals, we encourage you to provide meaningful feedback regarding your clinical experience to help the college and instructors to continuously improve the learning environment for students.Comments are extremely valuable and are strongly encouraged. Please add any additional comments you think would be helpful to the Clinical Instructor or the College to improve the student experience. |
| Evaluation |

**Questions About Yourself**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | *Strongly Agree* | *Agree* | *Disagree* | *Strongly Disagree* | *N/A**No Response* |
| *I was motivated to learn in this clinical setting* | *[ ]*  | *[ ]*  | *[ ]*  | *[ ]*  | *[ ]*  |
| *I was well prepared for this clinical rotation* | *[ ]*  | *[ ]*  | *[ ]*  | *[ ]*  | *[ ]*  |
| *I attended clinical sessions regularly* | *[ ]*  | *[ ]*  | *[ ]*  | *[ ]*  | *[ ]*  |
| *I was respectful of my instructor* | *[ ]*  | *[ ]*  | *[ ]*  | *[ ]*  | *[ ]*  |
| *I had high expectations of myself* | *[ ]*  | *[ ]*  | *[ ]*  | *[ ]*  | *[ ]*  |
| *I engaged in reflective practice*  | *[ ]*  | *[ ]*  | *[ ]*  | *[ ]*  | *[ ]*  |

**Questions About Your Orientation to the Clinical Setting**

How satisfied were you with the following orientations during your clinical experience:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | *Very Satisfied* | *Satisfied* | *Dissatisfied* | *Very**Dissatisfied* | *N/A**No Response* |
|  *facility and/or* *organization* | *[ ]*  | *[ ]*  | *[ ]*  | *[ ]*  | *[ ]*  |
| *learning outcomes* | *[ ]*  | *[ ]*  | *[ ]*  | *[ ]*  | *[ ]*  |
| *other team members/staff* | *[ ]*  | *[ ]*  | *[ ]*  | *[ ]*  | *[ ]*  |
| *to emergency and safety procedures* | *[ ]*  | *[ ]*  | *[ ]*  | *[ ]*  | *[ ]*  |
| *materials, supplies and equipment* | *[ ]*  | *[ ]*  | *[ ]*  | *[ ]*  | *[ ]*  |
| ***Comments:*** |

**Questions About Your Instructor**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | *Strongly Agree* | *Agree* | *Disagree* | *Strongly Disagree* | *N/A**No Response* |
| *The instructor showed interest in my learning* | *[ ]*  | *[ ]*  | *[ ]*  | *[ ]*  | *[ ]*  |
| *The instructor showed or demonstrated respect for my learning* | *[ ]*  | *[ ]*  | *[ ]*  | *[ ]*  | *[ ]*  |
| *The instructor provided constructive feedback throughout the clinical experience* | *[ ]*  | *[ ]*  | *[ ]*  | *[ ]*  | *[ ]*  |
| *The instructor provided useful feedback throughout the clinical experience* | *[ ]*  | *[ ]*  | *[ ]*  | *[ ]*  | *[ ]*  |
| *The instructor provided feedback in a timely manner* | *[ ]*  | *[ ]*  | *[ ]*  | *[ ]*  | *[ ]*  |
| *The instructor was available for questions* | *[ ]*  | *[ ]*  | *[ ]*  | *[ ]*  | *[ ]*  |
| *The instructor responded to my questions* | *[ ]*  | *[ ]*  | *[ ]*  | *[ ]*  | *[ ]*  |
| *The instructor fostered reflective practice* | *[ ]*  | *[ ]*  | *[ ]*  | *[ ]*  | *[ ]*  |
| *The instructor encouraged me to think critically*  | *[ ]*  | *[ ]*  | *[ ]*  | *[ ]*  | *[ ]*  |
| *The instructor provided an appropriate level of autonomy based on my level of knowledge and skills throughout this clinical experience* | *[ ]*  | *[ ]*  | *[ ]*  | *[ ]*  | *[ ]*  |
| *The instructor modeled ethical practice in this clinical setting* | *[ ]*  | *[ ]*  | *[ ]*  | *[ ]*  | *[ ]*  |
| *Overall the instructor was effective in his/her teaching and guiding role* | *[ ]*  | *[ ]*  | *[ ]*  | *[ ]*  | *[ ]*  |
| *Comments:* |  |  |  |  |  |

What was most helpful to you in this clinical learning experience?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What was of least help to you in this clinical learning experience?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Additional comments, suggestions or concerns?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# APPENDIX B - Clinical Instructor – Self Reflection Guide

Take a few minutes and think about your overall approach to teaching, learning and students in the clinical setting. Reflect and then respond to the following prompts or questions.

The questions are derived from the College of Nurses of Ontario professional standards and Fleming faculty competencies. Completion of this self-reflection guide could also form part of your professional portfolio and meet the requirements of CNO for annual reflective practise.

|  |
| --- |
| **Professional Standards – Role of Educator per CNO and Fleming Faculty Competencies** |
| **How do you:****Accountability**■ ensure appropriate supervision of students;■ ensure access and availability to enhance/support student learning;■ communicate the level of preparation of the student and the learning outcomes of the clinical experience;■ utilize standards of practice and evidence-based knowledge to support student learning; ■ provide students with the appropriate education, support and supervision in the clinical setting (when acquiring new knowledge and skills). |   |
| **Continuing Competence**■ support students to become reflective practitioners;■ develop, implement and facilitate learning activities that assist students to enhance their practice; ■ encourage students to engage in ongoing learning |  |
| **Ethics**■ promote client respect and confidentiality■ encourage and support critical thinking and dialogue about ethical issues; ■ assist students to identify and utilize resources to improve recognition and resolution of ethical issues |  |
| **Knowledge & Knowledge Application**■ identify and evaluate information sources that are useful for professional practice;■ possess/develop knowledge of teaching and learning theories and practices;■ demonstrate an understanding of adult learning principles in the clinical practice setting;■ promote an environment that facilitates questioning and learning;■ use standards of practice and evidence-based knowledge to support student learning in the clinical practice setting;■ demonstrate the use of effective evaluation strategies including the use of individualized assessment, specific comments and examples in preparation of student evaluations |  |
| **Leadership:**■ model professional values, beliefs and attributes■ assist students to advocate for clients, families and the profession |  |
| **Nurse-Client Relationships**■ role-model therapeutic nurse-client relationships; ■ encourage and support professional and therapeutic relationships■ ensure that clients remain the focus of the student-client relationship■ develop individualized student-centred relationships that support the student in attaining his/her defined learning objectives in the clinical rotation |  |
| **Professional Relationships**■ provide specific, concrete, constructive feedback to students that promote the student’s on-going learning;■ respond to feedback from students, faculty colleagues and others in the clinical practice setting; Mediator role?■ solicit and act on feedback from students and others to further develop your skills in the clinical practice setting?■ facilitate the development of conflict resolution skills;■ Provides effective conflict resolution and interface between clinicians on the floor and the students on clinical placement■ support students to develop skills to address unethical, unprofessional or unsafe behavior of colleagues. |  |
| **Administrative Obligations**■ ensure your students have course outlines available to them when the clinical practice experience begins?■ ensure course outlines are followed precisely? If not, what are the barriers you encounter?■ keep your WebCT and student information up-to-date?■ verify that students have all necessary non-academic clinical documents available■ submit final clinical marks to Gradebook |  |
| **Assessments**■ Ensure your clinical assessments are accurate and complete■ Ensure that your assessments link directly to the learning outcomes as articulated on the course outline?■ Ensure that your assessment methodologies best demonstrate learner competencies?■ Ensure that your assessment/feedback is constructive to assist the learner to further develop their competencies?■ Ensure that you identify/describe areas of growth and critical incidents |  |

**Summary of Self-Reflection:**

**Considering your responses above, briefly describe your overall teaching effectiveness in the clinical practice setting?**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Signature Date**

# APPENDIX C - Peer Evaluation – Clinical Instructor

**Clinical Instructor:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Clinical Site: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Course: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Semester: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |
| --- | --- | --- | --- |
| **Evaluation Criterion** | **Meets**  | **Requires Development** | **Comments** |
| **Engage Learners in Active and Collaborative Learning** |
| Identifies learning opportunities and engages students in the clinical setting to facilitate continuous education. |  |  |  |
| Demonstrates an awareness of the appropriate level of practice for each student by ensuring that clinical assignments are suitable to the level of the student. |  |  |  |
| Provides specific, concrete and constructive feedback to students to support their on-going learning. |  |  |  |
| **Enhance Learning Through Use of Emerging Technologies** |  |  |  |
| Demonstrates use and application of latest technical advancements, including limitations, in the clinical practice setting. |  |  |  |
| Models the adoption of new technologies as they emerge and assists learners in embracing the change appropriately. |  |  |  |
| Demonstrates varied technological capabilities to communicate with students and other stakeholders. |  |  |  |
| **Develop Inclusive Learning Environments** |  |  |  |
| Demonstrates the ability to develop individualized student-centred relationships that support the student in attaining his/her defined learning objectives in clinical practice settings. |  |  |  |
| Identifies and addresses behavior of students and others in the clinical setting to ensure compliance with ethical standards as defined by CNA and CNO. |  |  |  |
| Addresses issues as they arise within the clinical setting with students, preceptors, staff and others; identifies and implements strategies to resolve issues in a timely manner. |  |  |  |
| **Promote Effective Learning Assessment** |  |  |  |
| Uses standards of practice and evidence-based knowledge to support student learning in the clinical practice setting. |  |  |  |
| Demonstrates the use of effective evaluation strategies through the use of individualized, specific comments and examples in the preparation of the student’s evaluation. |  |  |  |
| Demonstrates an understanding and demonstration of adult learning principles, including appropriate assessment. |  |  |  |
| **Engage in Reflective Practice and Continuous Learning** |  |  |  |
| Models ethical practice in the clinical practice setting. |  |  |  |
| Models professional presence through his/her verbal and non-verbal behaviour. |  |  |  |
| Leads post-clinical discussions that examine the principles and focus of the program, as well as the specific course learning outcomes of the clinical experience. |  |  |  |
| Accepts constructive feedback from students, faculty, peers and others in the clinical practice setting. |  |  |  |
| Solicits and acts on feedback from students and others to further develop dual professional skills as a professional and educator in the clinical practice setting. |  |  |  |
| Maintains currency with, College policies and procedures, academic regulations, and program curriculum |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Demonstrated Competency |  | Needs Development – see Plan attached |  |

**Overall Assessment:**

 ***(See Development Plan that follows)***

**Comments – Peer:**

**Comments – Employee:**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Employee Signature Peer Clinical Instructor Signature**

**Date: Date:**

# Individualized PD Plan (3-Year)

|  |
| --- |
|  |
| **AREA OF DEVELOPMENT**personal, leadership, current job, future job, technology, educator, content expertise, etc. | **GOAL**skill, knowledge, attitude | **LEARNING ACTIVITY OR RESOURCES** | **EXPECTED TIMEFRAME** | **RESULTS** |
| 1. | . | . | . | . |
| 2. | . | . | . | . |
| 3. | . | . | . | . |
| 4. | . | . | . | . |
| 5. | . | . | . | . |

# References

Fleming College Faculty Professional Development and Inquiry Framework – Janet Honsberger

Trent University – Evaluation for Right of First Refusal CUPE Clinical Instructor (draft document – November 2009) – Wendy Fucile

Fleming College Applied Learning Compendium, H. Kraft, 2006

College of Nurses of Ontario, Professional Standards Revised 2002

Course Evaluation – Office of Educational Assessment (2005), University of Washington, Seattle.

Preceptor Education Program (PEP) Faculty of Health Sciences at the University of Western Ontario.

Student Evaluation Form, McGill University School of Communication Sciences and Disorders

Student Evaluation of Introduction to Clinical Placement, University of Alberta

Croxon, L. & Maginnis, C. (2008) Evaluation of clinical teaching models for nursing practice. Nurse Education in Practice (2009) 9, 236-243.

Teaching Skills Manual, University of Washington, School of Medicine

Preparing students for professional practice, developing appropriate assessment techniques, judging whether an individual meets the crtieria required to enter that profession, and focusing on the performance of what a student can “do” rather than what s/he “knows”. These are all critical elements of an effective clinical experience

