# APPENDIX C - Peer Evaluation – Clinical Instructor

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

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

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| --- | --- | --- | --- |
| **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 |  |  |  |

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

**Overall Assessment:**

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

**Comments – Peer:**

**Comments – Employee:**

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**Employee Signature Peer Clinical Instructor Signature**

**Date: Date:**