# 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.

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| **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?**

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**Signature Date**