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| Credentialed Clinical Instructor Program |  |
| CCIP Level 1 Course – Pre-Course Self-Assessment | |

## Clinical Instructor Behaviors Self-Assessment

Item ranking definitions: 1=low 3=moderate 5=high

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| Communication Behaviors | Ratings | | | | |
|  | **1** | **2** | **3** | **4** | **5** |
| 1. Makes self understood. |  |  |  |  |  |
| 1. Provides useful feedback. |  |  |  |  |  |
| 1. Is an active listener. |  |  |  |  |  |
| 1. Provides positive feedback on performance. |  |  |  |  |  |
| 1. Communicates in a non-threatening manner. |  |  |  |  |  |
| 1. Openly and honestly reveals perceptions that the clinical instructor has  of the student. |  |  |  |  |  |
| 1. Provides timely feedback. |  |  |  |  |  |
| 1. Is open in discussing issues with the student. |  |  |  |  |  |
| 1. Teaches in an interactive way; encourages dialogue. |  |  |  |  |  |
| 1. Provides feedback in private. |  |  |  |  |  |
| Interpersonal Relations Behaviors | Ratings | | | | |
|  | **1** | **2** | **3** | **4** | **5** |
| 1. Establishes an environment in which the student feels comfortable. |  |  |  |  |  |
| 1. Provides appropriate support for student concerns. |  |  |  |  |  |
| 1. Is empathetic. |  |  |  |  |  |
| 1. Demonstrates a genuine concern for patients. |  |  |  |  |  |
| 1. Presents student as a professional to others. |  |  |  |  |  |
| 1. Demonstrates positive regard for student as a person. |  |  |  |  |  |

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| Professional Skills Behaviors | Ratings | | | | |
|  | **1** | **2** | **3** | **4** | **5** |
| 1. Employs physical therapy practice with competence. |  |  |  |  |  |
| 1. Demonstrates professional behavior as a member of the health care team. |  |  |  |  |  |
| 1. Demonstrates a systematic approach to problem-solving. |  |  |  |  |  |
| 1. Explains the basis for interventions based on evidence. |  |  |  |  |  |
| 1. Explains physiological basis of physical therapy examination. |  |  |  |  |  |
| 1. Demonstrates appropriate role of physical therapy as part of health care. |  |  |  |  |  |
| 1. Serves as an appropriate role model. |  |  |  |  |  |
| 1. Manages own time well. |  |  |  |  |  |
| 1. Demonstrates leadership among peers. |  |  |  |  |  |
| Teaching Behaviors | Ratings | | | | |
|  | **1** | **2** | **3** | **4** | **5** |
| 1. Provides the student with progressive learning opportunities and situations. |  |  |  |  |  |
| 1. Is available to the student. |  |  |  |  |  |
| 1. Makes the formal evaluation a constructive process. |  |  |  |  |  |
| 1. Makes effective learning experiences out of situations as they arise (teachable moments). |  |  |  |  |  |
| 1. Plans effective learning experiences. |  |  |  |  |  |
| 1. Provides a variety of patients. |  |  |  |  |  |
| 1. Questions/coaches in a way to facilitate student learning. |  |  |  |  |  |
| 1. Points out discrepancies in student’s performance. |  |  |  |  |  |
| 1. Provides unique learning experiences. |  |  |  |  |  |
| 1. Draws a relationship between academic knowledge and clinical practice. |  |  |  |  |  |
| 1. Is accurate and objective in documenting student performance evaluation. |  |  |  |  |  |
| 1. Assists the student to define specific objectives for the clinical education experience. |  |  |  |  |  |
| 1. Observes performance in a discrete manner. |  |  |  |  |  |
| 1. Schedules regular meetings with the student. |  |  |  |  |  |
| 1. Plans learning experiences before the student arrives. |  |  |  |  |  |
| 1. Manages the student’s time constructively. |  |  |  |  |  |
| 1. Is timely in documenting the student’s performance. |  |  |  |  |  |