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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.
 |[ ] [ ] [ ] [ ] [ ]