ACCE/DCE PERFORMANCE ASSESSMENT CLINICAL INSTRUCTOR and CENTER COORDINATOR OF CLINICAL EDUCATION SURVEYS

May 2010

American Physical Therapy Association Department of Physical Therapy Education 1111 North Fairfax Street Alexandria, Virginia 22314



© 2010 American Physical Therapy Association. All rights reserved. Contents of this assessment may be distributed within the organization that has obtained it, either in print or electronically, and the format of this document may be converted to accommodate distribution technologies; however, the content of the assessment may not be edited or otherwise altered.

CI/CCCE ASSESSMENT OF ACCE/DCE PERFORMANCE

Introduction to Assessment

The Academic Coordinator/Director of Clinical Education (ACCE/DCE) and Assistant/Co-ACCE play a pivotal role in physical therapy education by bridging physical therapy curricula with clinical practice. ACCE/DCE responsibilities include the unique roles required for the management and administration of the clinical education program. Your feedback will be incorporated with multiple evaluators to enhance ACCE/DCE performance and to refine the institution's clinical education program.

Evaluation Information (Please Complete)

- 1. Name of ACCE/DCE or Assistant/Co-ACCE Evaluated Marisa Birkmeier/Rhea Cohn
- 2. Academic Program George Washington University
- 3. For what clinical experience(s) are you commenting on the ACCE/DCE or Assistant/Co-ACCE performance? (1-8)
- 4. For what time period are you assessing the ACCE/DCE or Assistant ACCE/Co-ACCE? (annually, biannually, every other year, upon request)
- 5. Evaluator Role PT CCCE (select from drop down menu)

Date of Evaluation

Directions

Responses should be relevant to your interactions with the individual(s) being assessed, Please respond candidly to each of the performance items below using the Likert scale (1 to 5) and IE for insufficient evidence to rate behavior and provide comments that describe the quality or quantity of effort related to the items listed in each Section. Record your thoughts about strengths and areas for improvement in the Summative Comments section at the end of the survey.

- 1 = Rarely/never exhibits behavior
- 2 = Sometimes exhibits behavior
- 3 = Usually exhibits behavior

4 = Always exhibits behavior
5 = Is exceptional in exhibiting the behavior
IE = Insufficient evidence to rate behavior

- 1 = Rarely/never exhibits behavior
- 2 = Sometimes exhibits behavior
- 3 = Usually exhibits behavior

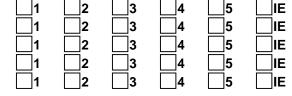
4 = Always exhibits behavior
5 = Is exceptional in exhibiting the behavior
IE = Insufficient evidence to rate behavior

For all of the Likert Scale items provided, please "click" on only <u>ONE</u> response (use the mouse).

SECTION A. DEVELOPMENT OF STUDENT CLINICIANS

The ACCE/DCE contributes to the development of students as physical therapy clinicians by...

- 1. promoting students' self-assessment of their clinical performance.
- 2 reinforcing expectations for demonstrating professionalism.
- 3. conferring with students to maximize learning during a clinical experience.
- 4. facilitating the development of individualized action plans to advance student performance.
- 5. monitoring the progression of individualized action plans.



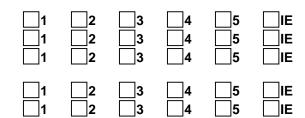
Please feel free to offer further comments that may better describe the quality or quantity of ACCE/DCE efforts on items in Section A.

SECTION B. DEVELOPMENT OF CLINICAL EDUCATION FACULTY

The ACCE/DCE contributes to the development of clinical educators as clinical teachers, mentors, and practitioners by...

- 1. using a variety of feedback methods to assess clinical educators.
- 2. providing feedback to clinical educators to improve clinical teaching.
- 3. promoting development of clinical teaching and mentoring skills.
- 4. providing professional development opportunities to promote best practice in physical therapy.
- 5. facilitating development of CCCEs as managers of their clinical education programs.

Please feel free to offer further comments that may better describe the quality or quantity of ACCE/DCE efforts on items in Section B.



1 = Rarely/never exhibits behavior

2 = Sometimes exhibits behavior

3 = Usually exhibits behavior

4 = Always exhibits behavior
5 = Is exceptional in exhibiting the behavior
IE = Insufficient evidence to rate behavior

SECTION C. DEVELOPMENT AND ASSESSMENT OF CLINICAL EDUCATION PROGRAM

The ACCE/DCE develops and analyzes interrelated components of the clinical education program (eg, clinical education sites, policies, procedures, learning experiences, and curriculum) by...

- 1. implementing a plan to respond to the needs of clinical education sites based on feedback.
- 2. sharing changes about the clinical education program with feedback sources.

Please feel free to offer further comments that may better describe the quality or quantity of ACCE/DCE efforts on items in Section C.

SECTION D. MANAGEMENT AND COORDINATION

The ACCE/DCE plans, coordinates, administers, and monitors all aspects associated with the clinical education program by...

1.	pron	noting	ac	lhei	rence	to	сι	urrei	nt	polic	ies	and	pro	ced	lure	es o	f the	clinical	edu	cati	on	prog	gra	m.
~										•.														

 informing students and clinical sites about legal and liability requirements prior to clinical placements.

1	2	3	4	5	IE
1	2	3	4	5	IE

2

1

IE

IE

Please feel free to offer further comments that may better describe the quality or quantity of ACCE/DCE efforts on items in Section D.

1 = Rarely/never exhibits behavior

2 = Sometimes exhibits behavior

3 = Usually exhibits behavior

4 = Always exhibits behavior

5 =Is exceptional in exhibiting the behavior IE = Insufficient evidence to rate behavior

1

1

2

2

SECTION E. LEADERSHIP AND COLLABORATION

The ACCE/DCE advances the vision of the profession and delivers new ideas for clinical education by...

- 1. facilitating reflective dialogue about advancements in the profession of physical therapy.
- 2. networking with individuals and groups at local, regional, and/or national levels to further clinical education.
- building partnership(s) to strengthen the relationship between academic programs and clinical sites.
- 4. using technology to enhance clinical education.

Please feel free to offer further comments that may better describe the guality or guantity of ACCE/DCE efforts on items in Sec	tion E.

SECTION F. COMMUNICATION

The ACCE's/DCE's communication skills are integral in creating and sustaining a meaningful and effective clinical education program by...

The ACCE/DCE...

- 1. providing timely communication.
- 2. soliciting comments, feedback, and concerns.
- 3. highlighting key academic program policy and procedures for clinical education.
- 4. clarifies federal and state regulations and professional positions, policies, and guidelines related to clinical education.
- 5. conducting clinical site visits/contacts.

Please feel free to offer further comments that may better describe the quality or quantity of ACCE/DCE efforts on items in Section F.

□1	2	3	4	5	E
□1	2	3	4	5	E
□1	2	3	4	5	E
□1	2	3	□_4	5	IE
□1	2	3	□_4	5	IE

IE

IE

5

5

4

4

3

1 = Rarely/never exhibits behavior

2 = Sometimes exhibits behavior

3 = Usually exhibits behavior

4 = Always exhibits behavior

5 =Is exceptional in exhibiting the behavior

IE = Insufficient evidence to rate behavior

SECTION G. PROFESSIONAL BEHAVIORS

The ACCE/DCE embodies professional behaviors that are essential to be effective in the role by...

- 1. fostering an atmosphere of mutual respect in clinical education.
- 2. displaying a positive attitude.
- 3. being approachable.
- 4. being accessible.
- 5. listening actively.
- 6. demonstrating effective time management.
- 7. demonstrating effective organizational skills.
- 8. demonstrating interpersonal skills that foster quality relationships.
- 9. demonstrating effective conflict resolution skills.
- 10. responding to unexpected situations using productive problem-solving skills.
- 11. displaying expertise in clinical education.

1	2	3	4	5	ΠIE
1	2	3	4	5	IE
1	2	3	4	5	IE
1	2	3	4	5	∐IE
<u> </u>	2	3	4	5	IE
1	2	3	4	5	IE
1	2	3	4	5	IE
1	2	3	4	5	IE
1	2	3	4	5	IE
<u> </u>	2	3	4	5	∐IE
1	2	3	4	5	IE

Please feel free to offer further comments that may better describe the quality or quantity of ACCE/DCE efforts on items in Section G.

SUMMATIVE COMMENTS

Areas of strengths:

Areas for improvement.

Name of Evaluator (Optional)		
Name of Clinical Site (Optional)		
Would you like a follow up contact to discuss this assessment?	Yes	🗌 No
Contact Information: e-mail:	Phone	e:

On behalf of the program, thank you for taking the time to complete this ACCE/DCE Performance Assessment.

Last Updated: 05/07/10 Contact: education@apta.org