

Selected 2006 Evaluative Criteria Related to Clinical Education

Section 1: INSTITUTION AND PROGRAM INTEGRITY AND CAPACITY

Institutional Integrity and Capacity Program Mission, Goals, and Expected Outcomes	Criterion	Evidence of Compliance
	<p>P-4. There is an ongoing, formal program assessment process. The assessment process: (1) uses information from professional standards and guidelines and institutional mission and policies; (2) uses data related to program mission, goals, and expected program outcomes, program policies and procedures, individual core faculty, collective core faculty, clinical education faculty, associated faculty, communication, resources, admissions criteria and prerequisites, curriculum clinical education program, and expected student outcomes; (3) identifies program strengths and weaknesses; (4) includes considered judgments regarding need for change; and (5) includes steps to achieve the changes, with anticipated dates of completion.</p>	<p>Narrative:</p> <ul style="list-style-type: none"> • Provide a matrix that demonstrates an ongoing, formal process for assessment of program mission, program goals, and expected outcomes; program policies and procedures; individual core faculty; collective core faculty; clinical education faculty; associated faculty; communication; resources, admission criteria and prerequisites; curriculum plan; clinical education program; and expected student outcomes. <ul style="list-style-type: none"> ◦ Identify the sources of data utilized in each area of the program assessment; ◦ Identify the timeframe and individuals responsible for the assessment; and ◦ Where they exist, identify the factors that would prompt discussion of potential change. • Describe how the assessment process utilizes information about professional standards and guidelines and institutional mission and policies. • Based on the cumulative assessment of all data, identify the program’s overall strengths and weaknesses. • Describe any changes(s) resulting from the assessment process within the last 3-5 years and describe the rationale for the changes. <p>On-site:</p> <ul style="list-style-type: none"> • Minutes of faculty meetings at which program assessment is discussed. • Summary of assessment data.

**Program Faculty
Core Faculty with Special Responsibilities:
DCE**

F-17. The DCE determines if the clinical education faculty are meeting the needs of the program. This determination is based at a minimum on the assessment, in collaboration with the CCCE, of the clinical education provided by CIs who supervise the same student for at least 160 hours in a given academic year.

Narrative:

- Describe how the DCE determines if the clinical education faculty meets the needs of the program. Include, at a minimum, how the DCE assesses the clinical education provided by CIs who supervise the same student for at least 160 hours in a given academic year.
- Summarize the collective developmental needs of the clinical education faculty (CCCEs and CIs) identified through the evaluation process (note: the data utilized for this process are requested in F-26).
- Describe the clinical faculty development related to program needs that has occurred in the last academic year as a result of the assessment process.

Appendices:

- List the document(s), with page numbers(s) and/or URL references, where the program tools utilized to evaluate the clinical education faculty can be found. If not located in supporting document(s), provide copies of any program tools utilized to evaluate the clinical education faculty.

On-site:

- Sample of completed tools utilized within the last year.
- Summary data of clinical education faculty assessments.
- List of clinical faculty development that has occurred within the last 3 years.

**Clinical Education Faculty
(CCCEs and CIs)**

F-23. The clinical education faculty (CCCEs and CIs) have a minimum of 1 year of clinical experience and demonstrate clinical competence in the area of practice in which they are providing clinical instruction.

Narrative:

- Describe the program's expectations for the clinical competence of the CIs.
- Summarize the qualifications of the CIs who provided clinical instruction for at least 160 hours to the same student in the last academic year (e.g., years of experience, specialist certification, or other characteristics expected by the program.)

On-site:

- Summary of data collected on the clinical competency of the CIs utilized by the program within the last 2 years, for those CIs who provide clinical instruction for at least 160 hours to the same student in a given academic year (e.g., years of experience, specialist certification, or other characteristics expected by the program).
- Completed program tools used to evaluate clinical competence of CIs, if any.

- F-24. The clinical education faculty (CCCEs and CIs) demonstrate the ability to be effective clinical teachers, including the ability to assess and document student performance, including deficits and unsafe practices.
- Narrative:
- Describe the program’s expectations for the clinical teaching effectiveness of the CIs.
 - Analyze the teaching effectiveness, including the ability to assess and document student performance, of the CIs who provided clinical instruction for at least 160 hours to the same student in the last academic year.
- Appendices:
- List the document(s), with page number(s) and/or specific URL reference(s), where the tools used, if any, to evaluate the clinical teaching skills of CIs can be found. If not located in supporting document(s), provide a copy of the tools used.
 - Summary of data collected on the effectiveness of the CIs utilized by the program within the last 2 years, for those CIs who provide clinical instruction for at least 160 hours to the same student in a given academic year.
 - Completed program tools used to evaluate clinical competence of CIs, if any.
- F-25. The responsibilities of the clinical education faculty (CCCEs and CIs) are delineated and communicated to them and to other program faculty, as needed. The participation of clinical education faculty in program activities and curriculum review is consistent with institutional policy and with their level of participation in the program.
- Narrative:
- Describe the responsibilities of clinical education faculty in the clinical education program and, if any, other responsibilities in the program.
 - Describe how the clinical education faculty are informed of their responsibilities.
- Appendices:
- List the document(s), with page number(s) and/or specific URL reference(s), where the responsibilities of the clinical education faculty can be found. If not located in supporting document(s), provide the relevant information.

Section 2: CURRICULUM PLAN, EVALUATION, CONTENT, AND OUTCOMES

Curricular Evaluation

CP-4. There is ongoing and formal evaluation of the clinical education program.

Narrative:

- Describe the process for systematic and formal evaluation of the clinical education program addressing at a minimum:
 - The placement of clinical education in the curriculum;
 - The length of the clinical education experiences;
 - The degree to which the practice in the clinical education sites meets the program's practice expectations;
 - The adequacy of the number and variety of clinical education sites for currently enrolled students;
 - The practice areas in which the program needs to develop additional sites, if any; and,
 - The adequacy of the documents utilized in the clinical education program (e.g., clinical education handbook, if available; assessment forms).
- Summarize the results of the last evaluation of the clinical education program
- Describe any changes made to the clinical education program as a result of the evaluation process.

Appendices:

- Data collection tools.

On-site:

- Summary of completed data collection tools.
- Minutes of meetings in which the clinical education program is assessed.

Curricular Content

- CC-4. The physical therapist professional curriculum includes clinical education experiences for each student that encompass:
- a) Management of patients/clients representative of those commonly seen in practice across the lifespan and the continuum of care;
 - b) Practice in settings representative of those in which physical therapy is commonly practiced;
 - c) Interaction with physical therapist role models whose practice is consistent with the program's philosophy of practice;
 - d) Opportunities for involvement in interdisciplinary care; and,
 - e) Other experiences that lead to the achievement of expected student outcomes.

Narrative:

- Describe the required clinical education experiences for each student.
- Describe how the program monitors that each student has the required experiences.
- If management of patients/clients representative of those commonly seen in practice across the lifespan is not provided in clinical education experiences, describe the experiential activities that focus on management of patients/clients that contribute to meeting this criterion.
- Analyze the extent to which the clinical education experiences for the most recent graduating class met the expectations of the program and this criterion.

Appendices:

- For the most recent graduating class, a table that demonstrates that each student has completed the clinical education experiences required by the program, as well as the expectations of this criterion. Documentation for each student should include the types of examples of experiential activities, if any.

On-site:

- Clinical education files for clinical sites used, or planned for use, by currently enrolled students. At a minimum, clinical education files are expected to include a current CSIF or equivalent data, student evaluations of clinical experiences, and a copy of the current signed agreement.