



Clinical Appraisal Form – Guidelines

BACKGROUND INFORMATION

Completion of the Clinical Appraisal Form provides a measure of student's independence in the clinical placement. Evaluation of students involves two types of judgments:

- Is the student clinician effective in a given skill?
- To what extent is effectiveness independent of the need for supervisory input?

STRUCTURE OF THE UNIVERSITY OF ALBERTA STUDENT APPRAISAL FORM

Pertinent student, clinical educator and placement information is documented on the first page of the form. Subsequently student skills are identified and organized into the following categories:

Planning	the clinician's ability to plan for assessment and treatment
Clinical Skills	the clinician's ability to assess the client, implement treatment plans, evaluate and modify treatment, manage client behavior and make appropriate recommendations
Communication & Collaboration	the clinician's ability to effectively interact with the client, the client's family, and other professionals
Reporting	the clinician's ability to formulate oral and written reports
Service Delivery	the clinician's ability to understand the available service delivery models and to modify the service delivery model as appropriate to meet client needs
Learning and Growth	the clinician's ability to assess and analyze their own skills and plan for ongoing learning and growth
Group Education and Facilitation	the clinician's ability to plan and effectively delivery adult education group programs such as parent programs
Professionalism	the clinician's attitude and conduct in the areas of responsibility & accountability, respect, communication and participation
	these items are scored as unsatisfactory, inconsistent or satisfactory rather than rating them on a scale of independence to reflect their importance and the expectation of professionalism
Strengths and Goal Areas	a collaborative identification of the clinician's goals and strengths based on performance during the placement



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PROCEDURES AND SCORING GUIDELINES

1. Orientation: The clinical educator reviews the Clinician Appraisal Form and discusses its use with the student.
2. Midterm: The student clinician and clinical educator complete the Clinical Appraisal Form and use this document to reflect on progress and the process of supervision. Strengths and areas for growth are identified and discussed. Performance from the beginning of the term until the mid point is considered (evaluation of process).
 - It is not uncommon at midterm for students to receive some ratings of 2 and 3. This would indicate that specific instruction or demonstration has been provided.
3. Final: The student clinician and clinical educator complete the Clinical Appraisal Form, basing scores on the last 20% of the placement. Strengths and areas of growth are identified and discussed. Although a student may have required a significant amount of specific feedback and direct supervision at the onset of the placement, the final evaluation considers the student's ability to learn from and adapt performance based on feedback and self analysis (evaluation of product).
 - Students who excel in their placement and demonstrate superior interpersonal, clinical and professional skills will predominately receive ratings of 6 with some 7's to recognize those areas of outstanding skill.
 - Students who do well in their placement, require little guidance at the end of the placement and whose skills are appropriate but not outstanding will receive ratings of 5 and 6's and possibly a 7 or two to identify pockets of excellence.
 - Students who struggle with some aspects of their placement and require further work in some areas will likely receive ratings in the 3 – 5 range. Again the possibility of a 7 may exist to identify pockets of excellence.
 - Students who require ongoing support throughout the placement and are unable to apply feedback and demonstrate learning and changes in interpersonal, clinical or professionalism skills will likely receive ratings in the 2-4 range and their successful completion of the placement is in question. Concerns regarding students requiring this level of support in the latter half of the placement should be discussed with the Academic Coordinator of Clinical Education as soon as possible.