

**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**



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## 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  
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3 = Usually exhibits behavior

4 = Always exhibits behavior  
5 = Is exceptional in exhibiting the behavior  
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**For all of the Likert Scale items provided, please “click” on only ONE 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.                          | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> IE |
| 2. reinforcing expectations for demonstrating professionalism.                                 | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> IE |
| 3. conferring with students to maximize learning during a clinical experience.                 | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> IE |
| 4. facilitating the development of individualized action plans to advance student performance. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> IE |
| 5. monitoring the progression of individualized action plans.                                  | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> IE |

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.                              | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> IE |
| 2. providing feedback to clinical educators to improve clinical teaching.                         | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> IE |
| 3. promoting development of clinical teaching and mentoring skills.                               | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> IE |
| 4. providing professional development opportunities to promote best practice in physical therapy. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> IE |
| 5. facilitating development of CCCEs as managers of their clinical education programs.            | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> IE |

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

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**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. 1 2 3 4 5 IE
- 2. sharing changes about the clinical education program with feedback sources. 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 C.

**SECTION D. MANAGEMENT AND COORDINATION**

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

- 1. promoting adherence to current policies and procedures of the clinical education program. 1 2 3 4 5 IE
- 2. informing students and clinical sites about legal and liability requirements prior to clinical placements. 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 D.

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**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.                       | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> IE |
| 2. networking with individuals and groups at local, regional, and/or national levels to further clinical education. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> IE |
| 3. building partnership(s) to strengthen the relationship between academic programs and clinical sites.             | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> IE |
| 4. using technology to enhance clinical education.  | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> IE |

Please feel free to offer further comments that may better describe the quality or quantity of ACCE/DCE efforts on items in Section 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.   | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> IE |
| 2. soliciting comments, feedback, and concerns.  | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> IE |
| 3. highlighting key academic program policy and procedures for clinical education.   | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> IE |
| 4. clarifies federal and state regulations and professional positions, policies, and guidelines related to clinical education. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> IE |
| 5. conducting clinical site visits/contacts.   | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> IE |

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

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**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.              | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> IE |
| 2. displaying a positive attitude.   | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> IE |
| 3. being approachable.   | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> IE |
| 4. being accessible.   | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> IE |
| 5. listening actively.   | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> IE |
| 6. demonstrating effective time management.                                      | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> IE |
| 7. demonstrating effective organizational skills.                                | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> IE |
| 8. demonstrating interpersonal skills that foster quality relationships.         | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> IE |
| 9. demonstrating effective conflict resolution skills.                           | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> IE |
| 10. responding to unexpected situations using productive problem-solving skills. | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> IE |
| 11. displaying expertise in clinical education.                                  | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 | <input type="checkbox"/> 5 | <input type="checkbox"/> 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:

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