

Evaluation

Evaluation is a critical aspect of professional growth.

Evaluation is a key contributor to the professional growth of the student and to the quality assurance of the clinical education program. Evaluation takes many forms:

- therapist evaluation of the student's performance – both formative and summative
- student self evaluation – both formative and summative
- student evaluation of the placement

Evaluation (and feedback) provided by the CI to the student is essential for the student's continued professional growth and determines whether the student receives credit for a placement or not.

The student's self-evaluation is an important communication tool between the CI and student. It provides the student with a benchmark and is a vehicle for the student's ongoing professional growth. The student's evaluation of the clinical site / placement provides important feedback to both the site and to the Department. It is one method by which the student has input into the quality assurance of the clinical education component of the program.

Therapist evaluation of the student's performance

Informal

- timely, informal evaluation provided by the CI is used throughout the placement to reinforce, modify or guide the student's future actions or behaviours
- when possible, the CI should give the student an opportunity to analyze or reflect on his or her performance as a starting point in a feedback session
- if serious problems have been identified (eg. unprofessional behaviours, making the same mistake repeatedly), it is vital to identify the problematic behaviours. The CI should clearly itemize the behaviours, providing specific examples to the student. The CI should document the discussion. To direct the situation, the CI, in collaboration with the student, should itemize:
 - * the problem behaviour(s)
 - * the desired behaviour(s)