**Stockton University**

**Assessment Institute**

**Summer 2015**

**Description:** Within the Stockton University DPT Program, students participate in one part-time integrated clinical experience or ICE (four half day experience: two at outpatient sites, one in acute rehabilitation and one in acute care) and three full time (ten week) experiences.

Student performance during the full time experiences is measured on the electronic Clinical Performance Instrument (CPI) for eighteen performance criteria. No current assessment tool exists for the part time experience. In addition, we have no measures of student engagement which has been identified as key to successful performance in the full time experiences.

This rubric would be utilized for student self-assessment and clinical faculty (CI)

assessment of student performance for ALL part time and full time experiences.

**Rubric Title:** Student Active Learning during Clinical Experience Courses

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| **CRITERIA** | **UNACCEPTABLE** | **ACCEPTABLE** | **EXEMPLARY** |
| **Demeanor/**  **Presentation** |  |  |  |
| **Attendance** | frequently late or absent  absences without timely call  late return from lunch or breaks | on time  infrequently absent and never without a timely call  on time return from break or lunch | on time for all clinic hours  attends all clinical hours/sessions  notifies supervisor in advance of attendance issues  early return from lunch or breaks |
| **Attire** | frequently  inappropriately dressed  for site and practice environment | consistently meets dress code for site and appropriate for professional practice environment although guidance/verbal cues may be required | always presents in professional attire |
| **Behavior** | nonclinical use of electronic devices during clinical hours  gum chewing, eating and/or drinking within patient areas | limited nonclinical use of electronic devices during nonclinical hours ONLY  no gum chewing, eating or drinking within patient areas | no nonclinical use of electronic devices during clinical day  eating/drinking only in areas designated for these activities such as the cafeteria |
| **Interaction**  **with Others** |  |  |  |
| **Introduces self** | fails to introduce self consistently or does not inform role as SPT | introduces self including status as SPT | introduces self appropriately and engages in professional conversation |
| **Eye Contact** | fails to make good eye contact consistently | makes good eye contact throughout session | Maintains appropriate eye contact throughout all patient interactions |
| **Communication** | Speaks inappropriately or unprofessionally to patients, staff, families or Cis  does not appear to listen when spoken to  does not respond to questions  does not ask patient appropriate questions  does not reassure patient when it is needed (even if cued by CI) | Speaks appropriately or professionally to patients, staff, families and Cis  listens when spoken to  asks appropriate questions of patient  responds appropriately to patient/family questions  reassures/calms patient if needed without CI cues | Speaks respectfully and professionally at all times to patients, staff, families and CIs  listens and responds to questions and asks appropriate questions  adjusts approach to meet patients’ or families’ changing needs |
| **Student**  **Engagement** |  |  |  |
| **Affect** | bored, tired, etc./  disinterested | interested/attentive | enthusiastic/eager to learn |
| **Interaction with CI** | doesn’t ask questions of CI  does not respond/or follow through with CI feedback | asks CI meaningful questions  responds and/or follows through with CI feedback | proposes/relates prior experiences  /learning within questions to CI  requests/seeks CI feedback or mentoring  immediately responds to CI questions/ suggestions and follows through with CI feedback |
| **Learning Opportunities** | does not request or may decline offered additional learning experiences (eg: observe interesting treatment session or surgery)  avoids hands on/does not volunteer for patient interaction if offered/ available  has difficulty applying academic information to clinical situations | requests or accepts offered additional learning experiences  volunteers for/accepts hands on opportunity when presented/offered  applies academic information to clinical situations | seeks/requests additional learning experiences  seeks out/requests opportunity for hands on practice  seeks outside information/evidence outside of academic preparation to apply to clinical situations |
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