

## ACI/CI EVALUATION FORM

1=Unacceptable 2=Improvement needed 3=Satisfactory 4=Good 5=Outstanding

### LEGAL AND ETHICAL BEHAVIOR:

\_\_\_ ACI demonstrates ethical behavior as defined by the NATA Code of Ethics

\_\_\_ ACI demonstrates appropriate behavior within the scope of practice of athletic training

General Comments:

### COMMUNICATION SKILLS:

\_\_\_ ACI uses appropriate forms of communication to clearly and concisely express themselves to AT students both orally and in writing

\_\_\_ ACI provides appropriately timed feedback to AT student

\_\_\_ ACI provides constructive feedback to AT student

\_\_\_ ACI facilitates communication with AT students through open-ended questions and directed problem solving.

\_\_\_ ACI ensures ongoing professional discussions in the clinical setting

\_\_\_ ACI communicates with AT student in a non-confrontational and positive manner

General Comments:

### INTERPERSONAL RELATIONSHIPS:

\_\_\_ ACI demonstrates appropriate and professional interpersonal relationships

\_\_\_ ACI models appropriate and professional interpersonal relationships when interacting with AT students

\_\_\_ ACI is a positive role model and/or mentor for AT students

\_\_\_ ACI demonstrates respect for sex, racial, ethnic, religion and individual differences when interacting with people

\_\_\_ ACI has an open and approachable demeanor to AT students when working in the clinical setting

\_\_\_ ACI serves as an advocate for AT student when interacting with athletes, coaches, and colleagues

General Comments:

## INSTRUCTIONAL SKILLS

\_\_\_ ACI implements, facilitates, and evaluates planned learning experiences with AT students

\_\_\_ ACI takes advantage of teachable moments during planned and unplanned learning experiences by instructing skills or content that is meaningful and immediately applicable

\_\_\_ ACI employs a variety of teaching styles to meet individual AT students needs

\_\_\_ ACI modifies learning experiences based on the AT students strengths and weaknesses

\_\_\_ ACI creates learning opportunities that actively engage AT students in the clinical setting and promotes problem solving and critical thinking

\_\_\_ ACI encourages self-directed learning activities for AT students when appropriate

\_\_\_ ACI is enthusiastic about teaching AT students

\_\_\_ ACI communicates complicated and detailed concepts in terms that AT students can understand based on their level of progression within the ATEP

\_\_\_ ACI directly supervises AT students during formal acquisition, practice, and evaluation of the entry-level athletic training clinical proficiencies

\_\_\_ ACI encourages AT students to arrive at clinical decisions on their own according to their level of education and clinical experience

\_\_\_ ACI presents clear performance expectations to the AT students at the beginning of an throughout the learning experience

\_\_\_ ACI understands AT student's academic level and current level of performance relative to goals of experience

\_\_\_ ACI proves to be effective and efficient as a clinical instructor to AT students

General Comments:

## SUPERVISORY AND ADMINISTRATIVE SKILLS

\_\_\_ ACI informs AT students of relevant policies and procedures of the clinical setting

\_\_\_ ACI provides timely feedback to the AT students from information acquired from the direct observation, discussion with others, and review of athlete/patient documentation

\_\_\_ ACI treats the AT students presence as educational and not as a means for providing medical coverage

\_\_\_ ACI collaborates with AT students to arrange quality clinical educational experiences that are compatible with the AT students schedules

\_\_\_ ACI intervenes on behalf of the athlete/patient when the AT student is putting the athlete/patient as risk or harm

\_\_\_ ACI completes the AT student's evaluation forms requested for the athletic training education program in a timely fashion

General Comments:

#### EVALUATION AND PERFORMANCE

- \_\_\_ ACI approaches the evaluation process as constructive and educational
- \_\_\_ ACI provides appropriate feedback on evaluations and intervenes when necessary
- \_\_\_ ACI makes on-going suggestions to further enhance evaluation efficiency
- \_\_\_ ACI and AT student's participate in formative (ie, ongoing specific feedback) and summative (ie, general overall performance feedback) evaluations

General Comments:

#### CLINICAL SKILLS AND KNOWLEDGE

- \_\_\_ ACI is capable of teaching and evaluating the clinical proficiencies that are particular to the setting or environment
- \_\_\_ ACI demonstrates clinical skills appropriately in relation to classroom teachings
- \_\_\_ ACI correctly evaluates AT student's proficiencies
- \_\_\_ ACI verbally explains corrections/modifications to enhance AT student's clinical proficiency performance

General Comments:

1. What are the ACI/CI's greatest strengths?
  
  
  
  
  
  
  
  
  
  
2. What are the ACI/CI's greatest weaknesses? How can they improve these weaknesses?
  
  
  
  
  
  
  
  
  
  
3. In what ways can the ACI/CI improve their effectiveness?

4. In what ways can the overall clinical experience be improved?