

ASSESSMENT AND EVALUATION

REHABILITATION STUDIES

The goal of evaluation (and related forms of feedback) is to promote learning, help develop a learner's skills, identify gaps in performance and develop remediation plans as required. The ultimate goal of evaluation is to provide the learner with the appropriate feedback on knowledge, skills, and attitudes required to achieve clinical competence.

KEY POINTS

- 1. Set time aside and utilize a quiet and confidential area to complete evaluation activities.
- 2. Goal setting and open and effective communication throughout the placement is key to the success of an evaluation.
- 3. There should be no surprises at the midterm or final evaluation. No new feedback should be given during a formal summative evaluation.
- 4. Address issues early on and shape the desired behaviours.
- 5. Set action plans with the learner with specific suggestions to help achieve their goals.

Preparation

- Review the evaluation package sent by the University prior to receiving your learner. Be sure to contact the University or your RS Coordinator if you have any questions.
- Establish evaluation dates and times (Midterm / Final) well in advance (first week) so you and the learner are both prepared.
- Set a convenient time and enough time to complete the evaluation.
- Choose a quiet confidential space to complete the evaluation.
- Self assessment is enhanced by encouraging the learner to also complete the evaluation.
- Provide specific examples to support individual ratings.

Addressing Concerns

- Address the behaviour, not the personality.
- Communicate expectations clearly.
- Be specific, with objective examples, so that the learner knows exactly which behaviours to "keep" and which need further learning or enhancement.
- Offer discussion focused on what needs to be done and possibly how to meet expectations in order to make improvements.

Meaningful Evaluative Feedback

- Meaningful feedback begins with the premise that the learner understands exactly what behaviours or actions the teacher is evaluating.
- It is directed toward the goal of supporting the learner to become a competent and confident clinician.

ADDITIONAL ONLINE RESOURCES

- **Preceptor Education Program** (PEP)
- e-tips For Practice Education

CLINICAL LEARNING LIASON (CLL) ROLE

The CLL's are available to support northern preceptors in all aspects of clinical education including evaluation. Should you require support, or additional resources in order to provide a successful learner experience please contact us at **rehabstudies@nosm.ca**