

Wright State University
ATR Program
STUDENT PROFESSIONAL DEVELOPMENT EVALUATION

Name: _____
 Quarter: _____ Fall _____ Winter _____ Spring _____ Year: 200 _____
 Sport/Site: _____

Evaluation of student progress is essential to the development of an entry-level professional. Your honest, objective and thoughtful responses to the following questions will be appreciated. Each student should be evaluated at the midpoint and conclusion of an experience with you. Please rate the student's work skills, communication skills, and professional conduct using the following scale:

- | | |
|----------------------|--|
| 0: Not applicable | The required level of professional skill and behavior cannot be evaluated at this student's academic level in the program. |
| 1: Unsatisfactory | The required level of professional skill and behavior is not demonstrated. |
| 2: Needs improvement | The required level of professional skill and behavior is demonstrated, but needs improvement. |
| 3: Satisfactory | The required level of professional skill and behavior is demonstrated. |

I. WORK SKILLS

A. Dependability

- | | |
|--|---------|
| 1. Arrives on time to classes, meetings, and clinical site assignments. Arrives at least fifteen minutes prior to scheduled start time of clinical assignment. | 0 1 2 3 |
| 2. Completes assignments on time. Does not ask for an extension of assignment without a valid reason. | 0 1 2 3 |
| 3. Notifies appropriate ATC in advance if circumstances prevent attendance. Calls ATC directly concerning non-attendance (a minimum of one day) prior to absence. | 0 1 2 3 |
| 4. Makes arrangements with supervisor prior to the next meeting to complete missed assignments. | 0 1 2 3 |
| 5. Follows the facility's policies and procedures. | 0 1 2 3 |
| 6. Makes appropriate use of field experience by working on skill development. | 0 1 2 3 |
| 7. Demonstrates ability to handle routine assignments. | 0 1 2 3 |

B. Organization

- 1. Organizes and places priorities in an effective sequence.** Plans and completes tasks in a timely manner. 0 1 2 3
- 2. Organizes and manages workspace efficiently and effectively.** Is aware of intrusions into others' space. 0 1 2 3
- 3. Uses supplies and equipment appropriately and safely.** Follows safety instructions without reminders. Uses correct tool for its intended purpose. 0 1 2 3
- 4. Keeps a schedule of assignments and tasks.** Utilizes some form of planner. 0 1 2 3

II. COMMUNICATION SKILLS

A. Verbal Communication

- 1. Asks questions of faculty and peers for clarification and to gather information.** Tone and style of questioning are appropriate. 0 1 2 3
- 2. Participates appropriately in discussions.** Contributes to small group discussions. Attempts to answer when called upon. Actively listens when others are speaking without being disruptive. 0 1 2 3
- 3. Demonstrates sensitivity and respect for the opinions and feelings of others.** Presents constructive feedback to supervisors and peers in an appropriate tone of voice, at appropriate times, using an appropriate choice of words, and through the appropriate chain-of-command. Reflects professional judgement in choice of topic and choice of words. Patient confidentiality is respected. 0 1 2 3

B. Non-verbal Communication

- 1. Attentive during presentations by supervisor, guest speakers and peers.** Stays attentive or excuses self. No excessive noises (food wrappers, shuffling notes, etc.) or side conversations during presentations. 0 1 2 3
- 2. Professional demeanor is evidenced by posture, body language, and appearance.** Appearance is clean and neat, choice of clothing is appropriate to the setting, body language and posture are respectful of others and appropriate to the setting. 0 1 2 3

C. Written Communication

- 1. Documents are written according to standard guidelines.** 0 1 2 3
- 2. Writes clearly and concisely, using correct grammar and punctuation.** 0 1 2 3

3. Completes documentation in a timely manner. Documentation is completed on the day of or by the next working day. 0 1 2 3

D. General Communication

1. Responds to communication in a timely manner. (within 24 hours, e-mail, phone, etc.) 0 1 2 3

III. PROFESSIONAL CONDUCT

A. Interpersonal Skills

1. Demonstrates the ability to work productively with authority figures (faculty, program staff, fieldwork supervisors, and physicians). 0 1 2 3

2. Demonstrates enthusiasm and a positive outlook. Negativity is limited. 0 1 2 3

3. Assumes responsibility for own actions. Completes assignments on time, has positive performance in fieldwork. Student accepts ownership of own professional behavior and growth, is not defensive and does not overly rationalize when given feedback. 0 1 2 3

4. Demonstrates functional level of confidence and self-assurance. Able to work independently and in groups, able to initiate action, is proactive vs. reactive. 0 1 2 3

5. Deals with personal emotions maturely. Uses appropriate resources such as program staff, faculty, counseling center, and support networks to deal with personal issues (those that impact on professional relationships and performance). Emotions do not interfere with professional role or behavior expected in fieldwork settings. 0 1 2 3

6. Demonstrates the ability to accept constructive criticism and modify behavior in response to feedback. Accepts feedback from peers, faculty, program staff and fieldwork supervisors. Repeated feedback is not required. Recognizes impact of behavior on others. Modifies behavior according to demands of situation. 0 1 2 3

7. Displays honesty and integrity in academic and professional matters. This includes the classroom and clinical setting. Credits appropriate resources. 0 1 2 3

B. Interpersonal Skills

1. Demonstrates the ability to be a contributing member of the profession. 0 1 2 3

2. Demonstrates the ability to be flexible with unexpected situations in the clinical setting. Accepts structure or lack of structure in situations: adapts to necessary changes in schedules, routines, and problem solves when necessary. 0 1 2 3

3. Recognizes and properly utilizes knowledge of strengths and weaknesses. Establishes action plan to modify weaknesses. Utilizes strengths to offset or compensate for weaknesses. 0 1 2 3

4. Demonstrates the ability to give constructive feedback. Is assertive, open, honest, and sensitive to others; offers alternative solutions or plans when giving constructive feedback. 0 1 2 3

5. Demonstrates the ability to identify problems and test alternative solutions using logical reasoning. Applies ideas in appropriate situations. 0 1 2 3

6. Demonstrates the ability to reason in accordance with the value system of the profession. 0 1 2 3

IV. ADDITIONAL COMMENTS: Please comment on any unsatisfactories.

V. STUDENT COMMENTS ON EVALUATION:

Signature, Clinical Instructor/ Field Experience Supervisor

Date

Signature, Director of Athletic Training

Date

Signature, Student

Date

For ATR office use only

Total score = _____

Divide by # of items scored _____

Average score = _____ x 10 = score for rating and ranking system