

TOP TEN TIPS...

for Evaluating Students

1. MEET THE STUDENT PRIOR TO PRACTICUM

Take time to meet with the student before the first day of their clinical rotation. Introduce the student to staff. Assess the student's learning level (advanced beginner, transitional, competent/proficient) and discuss your approach to patient care, teaching style and expectations.

2. PLAN FEEDBACK

Establish feedback expectations the first day so the student knows you value feedback. Keep a notecard with you so you can write down specific observations about the student's performance throughout the day.

3. KNOW WHAT IS BEING EVALUATED

Read through the evaluation to ensure that you evaluate the student by the school's criteria.

4. GAIN INSIGHT INTO HOW THE STUDENT THINKS

Whenever possible, avoid asking low order clinical questions that require just knowledge and recall. Challenge the student with higher order questions that require application, analysis and synthesis. This provides greater insight into the student's thinking and abilities.

5. KEEP NOTES

Keep notes on *specific* behaviors and examples of knowledge application: what has been done well and what needs to be improved. This makes your evaluation of the student more meaningful.

6. ASK QUESTIONS

Ask the student about their behavior and knowledge application. If needed, contact the Clinical Supervising Faculty for clarification about expectations of a student's behavior and level of ability.

7. DO NOT DELAY

Complete evaluations promptly while the information about the student is still fresh.

8. NO HALO

The “halo effect” refers to providing unreasonably high scores on an evaluation because the student is so nice and/or enjoyable to work with, or the student has a reputation for being superior in their performance. Also avoid the *reverse* halo effect.

9. AM I TOO HARSH?

Don't hesitate to evaluate the student honestly and objectively, even if it is a negative evaluation. You may be in the best position to detect issues that are masked by other experiences (e.g., students with knowledge deficits may get by in class, but not in clinic).

10. CAN'T WE ALL JUST GET ALONG?

If you anticipate difficulty in working with a particular student, contact the Clinical Supervising Faculty immediately.