

QUEEN'S UNIVERSITY
SCHOOL OF REHABILITATION
Clinical Instructor Questionnaire

1. GENERAL QUESTIONS

1. What is the nature of your clinical caseload?

2. What is a typical day like?

3. Do you work as a member of a team or individually?

4. What expectations do you have of your students? What things would you prefer she/he not do?

5. What do you think the greatest challenge will be for you? What will it take to overcome it?

2. SITE LEARNING OPPORTUNITIES

When a student arrives at a clinical placement, they may not be aware of all the key learning opportunities the placement has to offer. In the space below, list some learning opportunities that you and your facility are able to offer the student that you feel are essential for the student to accomplish or would provide an exciting learning opportunity for the student during the placement (e.g. client variety and type, condition specific assessment tools, interdisciplinary team approach, unique expertise of other clinical staff, specific types of client care interventions).

SUPERVISION AND LEARNING PREFERENCE QUESTIONNAIRE

Feedback

1. How often do you prefer meetings with your student?

- hourly
- daily
- weekly
- scheduled as needed
- impromptu

2. How often do you prefer to provide feedback to your student?

- several times near the start and infrequently after that
- fairly frequently until the student has made substantial progress in mastery, then infrequently
- frequently, even after the student seems to have mastered the skill

Teaching Strategies

1. What is your teaching style? Check any that apply.

- Structured with specified expectations,
- Scheduled meetings & learning activities;
- Laid back, work things out as we go along,
- Expect student to take the lead in ensuring her/his learning objectives are achieved

2. Which methods do you prefer to use when teaching in the clinical setting? Check any that apply.

- Provide reading materials
- Observing the student
- Discussions with the student
- Showing with hands on
- other _____

3. When teaching something new to a student, do you usually prefer?

- Explain the rationale for it first, have the student understand the whole process and then have the student start work on practical specifics?
- Have the student learn theory after they have gotten their "feet wet" on practical specifics?

4. How do you prefer to supervise a student when they are learning new tasks?

- direct supervision and discussion during technique
- direct supervision during technique with discussion before and/or after
- distant supervision during technique with discussion before and/or after
- discussion before and after with no direct supervision

5. When providing feedback to your student which do you prefer?

- delayed feedback
- immediate feedback

Time Management

1. How much time, outside of regular working hours, do you expect your student to spend, in preparation?

- none
- 3 or more hours/week
- 1-2 hours/evening
- other _____

Adapted from Grey-Bruce Regional Health Centre/D'Youville College Student Placement Profile) Phillips-Jones (2003). The Mentor's Guide (revised edition). Grass valley, CA: The Mentoring Group.