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Faculty Evaluation

Evaluation of Clinical Faculty v4

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Course Information

Date	Course	Location	Weeks	Credits
01/01/2006 - 01/31/2006	XXX-YYY: Department Course	Location	8	8

Evaluation Period: 01/01/2006 - 01/31/2006

Faculty: Evaluator name

The **EFFECTIVE** faculty member shows up on time for scheduled sessions, is available for help, willingly makes time available, keeps appointments, returns emails and pages, and informs learners of how they can be contacted. The **INEFFECTIVE** faculty member rarely shows up on time for scheduled sessions, is not available for help, is difficult to reach, does not keep appointments nor returns emails or pages, and does not inform learners of how they can be contacted.

1. AVAILABILITY AND ACCESSIBILITY

- Poor
 Fair
 Good
 Very Good
 Excellent
 N/A Not Applicable

The **EFFECTIVE** faculty member is an excellent teacher, generates enthusiasm for the subject, motivates learners to teach themselves, encourages self-learning and independent thinking, stimulates critical thinking, demonstrates poise and effective role modelling, is well organized, is enthusiastic, is articulate and uses teaching aids judiciously and helpfully. The **INEFFECTIVE** faculty member is a poor teacher, does not generate enthusiasm for the subject, does not motivate learners to teach themselves, does not encourage self-learning nor independent thinking, does not stimulate critical thinking, does not demonstrate poise and effective role modelling, is not well organized, is not enthusiastic, is not articulate and does not use teaching aids judiciously nor helpfully.

2. TEACHING EFFECTIVENESS

- Poor
 Fair
 Good
 Very Good
 Excellent
 N/A Not Applicable

The **EFFECTIVE** faculty member is an excellent teacher with command of the subject, is able to convey information in a logical and understandable method, is clear about important objectives, is comfortable with questions, will admit knowledge gaps and adds to your knowledge base. The **INEFFECTIVE** faculty member does not seem to possess expertise of the content area, is unable to convey information in a logical and understandable method, is not clear about important objectives, is not comfortable with questions, does not admit knowledge gaps and does not add to your knowledge base.

3. KNOWLEDGE OF/ABILITY TO TEACH SUBJECT MATTER

- Poor
 Fair
 Good
 Very Good
 Excellent
 N/A Not Applicable

The **EFFECTIVE** faculty member excels at explaining the rationale behind clinical judgments and decisions, and uses literature and evidenced based medicine to support clinical decisions and teaching points. The **INEFFECTIVE** faculty member has difficulty explaining the rationale behind clinical judgments and decisions and uses literature and evidenced based medicine inappropriately or not at all to support clinical decisions and teaching points.

4. ABILITY TO TEACH CRITICAL THINKING

- Poor
 Fair
 Good
 Very Good
 Excellent
 N/A Not Applicable

The **EFFECTIVE** faculty member teaches how and when to appropriately use/order/perform procedures, demonstrates correct techniques, and allows the appropriate balance of independence and supervision. The **INEFFECTIVE** faculty member does not teach how and when to appropriately use/order/perform procedures, demonstrates incorrect techniques, and does not allow the appropriate balance of independence and supervision.

5. ABILITY TO TEACH PROCEDURES/TECHNIQUES

Poor
 Fair
 Good
 Very Good
 Excellent
 N/A Not Applicable

The **EFFECTIVE** faculty member demonstrates effective clinical problem solving based on patient information, preferences, up-to-date information, and clinical judgment. He/she teaches one how to know their own limits and when to consider referrals and consultations with other specialists. He/she models a humane and caring attitude, addresses ethical issues and teaches/emulates humanism and professionalism. The **INEFFECTIVE** faculty member demonstrates ineffective clinical problem solving, does not demonstrate how to recognize ones own limits nor when to consider referrals and consultations with other specialists. He/she does not model a humane and caring attitude, does not address ethical issues nor teaches/emulates humanism and professionalism.

6. ABILITY TO TEACH CLINICAL SKILLS/JUDGMENT

Poor
 Fair
 Good
 Very Good
 Excellent
 N/A Not Applicable

The **EFFECTIVE** faculty member presents in a clear, organized and logical fashion. He/she invites discussions and questions, and listens attentively. Explanations are clear. Expectations are communicated clearly and fairly. Feedback timely and helpful, being clear, specific and constructive. The **INEFFECTIVE** faculty member rarely communicates in a helpful manner. Explanations and expectations are not clear. Questions are unwelcome. Feedback either does not occur, or it is so late or so general that it is not helpful.

7. COMMUNICATION

Poor
 Fair
 Good
 Very Good
 Excellent
 N/A Not Applicable

The **EFFECTIVE** faculty member exhibits professional behavior in his/her teaching. He/she is interested in teaching and has respect for learners of all levels. He/she does not belittle learners or publicly humiliate them. He/she encourages questions and debate and tolerates diverse viewpoints. He/she is careful to not show personal biases and prejudices or arrogance. The **INEFFECTIVE** faculty member does not act in a professional manner in regards to teaching responsibilities. He/she is not interested in teaching and shows little respect for the learner. He/she belittles learners, is impatient with or intolerant of questions. Personal biases and prejudices are conveyed to learners.

8. PROFESSIONALISM IN TEACHING

Poor
 Fair
 Good
 Very Good
 Excellent
 N/A Not Applicable

The **EFFECTIVE** faculty member has made it very clear that he/she is supportive of the regulations. He/She sends the message that accurate reporting is a professional responsibility; compliance with duty hour regulations is not optional. He/She supports the reform in a positive way. The **INEFFECTIVE** faculty member gives either explicit or implicit pressure to ignore the regulations. He/She does not support institutional goals of meeting the duty-hour regulations in terms of actual hours worked and/or reporting of hours.

9. SUPPORTIVENESS OF DUTY-HOUR REGULATIONS

Poor
 Fair
 Good
 Very Good
 Excellent
 N/A Not Applicable

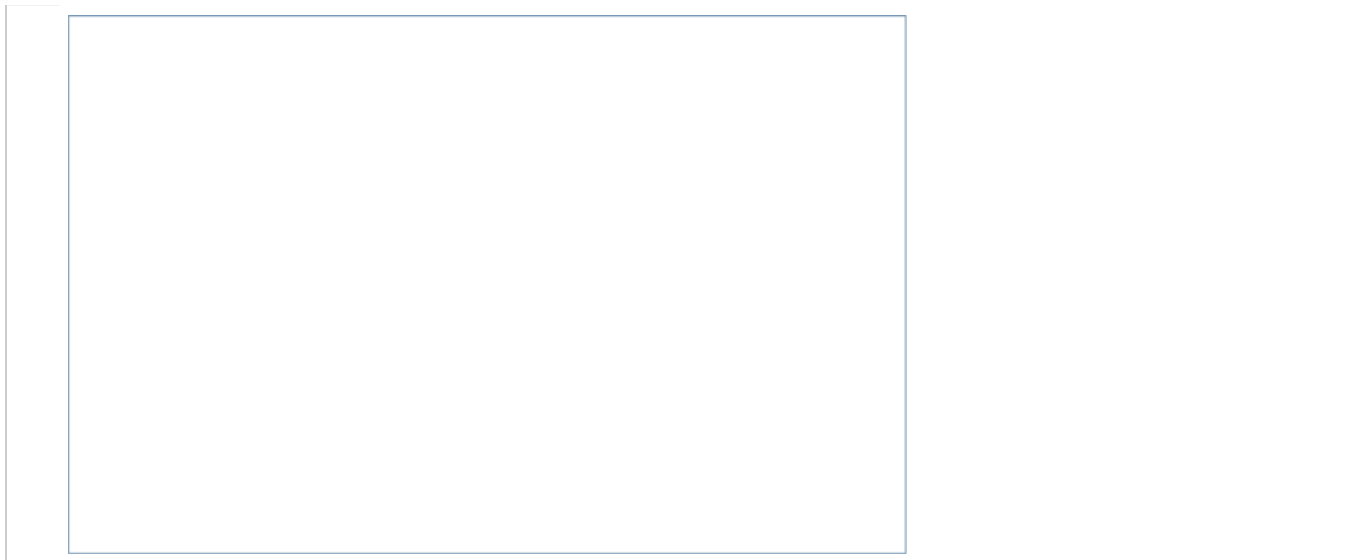
The **EFFECTIVE** faculty member is a superb teacher, interested in learners, helps them achieve clear learning objectives, generates enthusiasm for the subject, motivates learners, and is committed to teaching. The **INEFFECTIVE** faculty member is not a good teacher, is not interested in learners, does not help them achieve clear learning objectives, does not generate enthusiasm for the subject, does not motivate learners, and is not committed to teaching.

10. OVERALL ASSESSMENT OF TEACHING

Poor
 Fair
 Good
 Very Good
 Excellent
 N/A Not Applicable

11. Total Number of Half-Days Contact

12. Comments



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