

CLINICAL EDUCATION WEEKLY PLANNING FORM

Student Name: _____ Clinical Experience #: _____

Clinical Site Name: _____ Week #: _____

When completing this form, consider the following performance dimensions:
(Quality of Care, Supervision/ Guidance Required, Consistency of Performance, Complexity of Tasks/Environment, Efficiency of Performance, Size of Student Caseload, and Degree of Clinical versus Administrative Duties)

Student's Review of the Week:

Clinical Instructor's Review of the Week:

Goals for the Upcoming week of: _____

Student Signature: _____

CI Signature: _____

Date: _____

Date: _____

COMPONENTS OF A COMPLETE BEHAVIORAL OBJECTIVE:

- A Audience: In this case the student is always the audience
- B Behavior: What specific skill would you like the student to demonstrate or perform
- C Condition: Under what circumstances
- D Degree: The level of expected performance. The degree must be measurable!

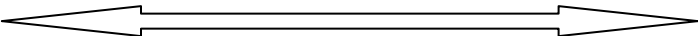
EXAMPLES:

1) By the end of the clinical experience (**condition**), the student (**audience**) will be able to give a report in rounds (**behavior**) in less than 3 minutes (**degree**).

2) By the end of the clinical experience (**condition**), the student (**audience**) will be able to independently perform a full set of goniometric measurements on the shoulder joint (**behavior**) with 100% accuracy in technique (**degree**).

BLOOMS TAXONOMY OF BEHAVIORAL OBJECTIVES:

The following hierarchy can be used to set behavioral objectives at the appropriate level of complexity, given the needs and capabilities of the individual student. Remember that it is important to provide challenges for exceptional students, and to set realistic and incremental goals to progress all students through a logical hierarchy of learning experiences, in order to achieve their final objectives for the clinical experience.

Lower Order Skills							Higher Order Skills
The Cognitive Domain (Thinking)							
<i>Knowledge</i>	<i>Comprehension</i>	<i>Application</i>	<i>Analysis</i>	<i>Synthesis</i>	<i>Evaluation</i>		
Define Identify Know List Name Recognize State	Describe Differentiate Discuss Explain Rephrase Restate Reword	Apply Calculate Classify Develop Examine Solve Use	Analyze Categorize Compare Contrast Distinguish Determine Investigate	Compose Construct Create Design Formulate Modify Plan	Appraise Assess Evaluate Judge		
The Psychomotor Domain (Physical Performance)							
<i>Perception</i>	<i>Set</i>	<i>Guided Response</i>	<i>Mechanism</i>	<i>Complex Overt Response</i>	<i>Adaptation</i>	<i>Origination</i>	
Distinguish Hear See Smell Taste Touch	Adjust Approach Locate Place Position Prepare	Copy Determine Discover Duplicate Imitate Repeat	Adjust Build Illustrate Indicate Manipulate Set up	Calibrate Coordinate Demonstrate Maintain Operate	Adapt Build Change Develop Supply	Construct Create Design Produce	
The Affective Domain (Attitudes & Feelings)							
<i>Receiving</i>	<i>Responding</i>	<i>Valuing</i>	<i>Organization</i>	<i>Characterization</i>			
Accept Attend Develop Realize Receive Recognize Reply	Behave Complete Comply Cooperate Discuss Examine Observe	Accept Balance Believe Defend Devote Influence Prefer	Codify Discriminate Display Favor Judge Organize Weigh	Internalize Verify			