

**EXPECTATIONS OF PHYSICAL THERAPY STUDENTS**  
MASTER OF PHYSICAL THERAPY PROGRAM

**CLINICAL PRACTICE ONE (CP 1)**

Clinical Practice One (CP 1) is intended as an early introduction, for students, to the basis for physical therapy practice by observing and identifying, in clinical settings, the implementation of professional behaviors as well as common frameworks and models for clinical practice and the cultural environments of physical therapy practice.

This course is complementary to introductory theory content in Module I of the MPT which includes Professional Practice One (PP 1) in the first three weeks of the program. It is also complementary to other basic ‘foundational’ courses in Module I of the MPT which follow CP 1. The scheduling of CP 1 has been planned as an integrated course with PP 1. **It will be a total of five days (37.5 hrs) spread out over 3 weeks at the beginning of Module I of the MPT** (clinical visits and interactive focused de-briefing sessions to share and analyze the experiences). The five days are scheduled concurrently with PP 1. Expectations of the student are outlined for each day of the CP 1 course and relate to the PP 1 course content immediately preceding CP 1 each day.

Additionally, the MPT program pre-requisite requirements include a four year Baccalaureate degree and a specific number of credit units in anatomy, physiology and statistics. This is also considered background theory for CP 1.

<p><b>Clinical Practice I, Module I, P.Th. 850.1 Course Objectives</b></p>	<p><b>Keywords</b></p>
<p>Describe and demonstrate professional behaviors in the clinical setting which include: confidentiality, respect for staff and patients, constructive criticism, self-directed learning, reflective learning, informed consent and other aspects of legal and ethical practice</p>	<p>Professional behavior Clinical practice Confidentiality Constructive criticism Self-directed learning</p>

Demonstrate effective communication strategies with patients, families, caregivers, and other health professionals which include sensitive practice, cultural sensitivity and a client-centered care approach.	Reflective learning Informed Consent Legal and ethical practice Communication strategies Diverse populations Sensitive practice
Apply a critical thinking approach to a basic physical therapy assessment framework which will include: pre-assessment information gathering, the subjective component and application of the WHO-ICF model.	Cultural sensitivity Client-centered care Inter-professional teamwork Critical thinking
Recognize that there are diverse types of health program organization and delivery and distinguish the roles of various health professions within the context of different health programs.	Physical therapy assessment framework Subjective assessment WHO-ICF
Describe common health issues, health care delivery trends and broad determinants of health which present in the clinical setting and with specific patient populations.	Physical therapy diagnosis Differential diagnosis Primary and secondary diagnosis Health program models
Value the skills, attitudes and behaviors which define Physical Therapy as a profession.	Health professional roles Health issues Health care delivery models Determinants of health Diverse clinical settings

## A. Schedule of Expectations of Clinical Practice 1

The student will have an introduction to the basic theory, supporting most of the expectations identified below for each day of CP One, through classroom sessions in PP 1 in advance of each 'clinical visit' day.

### Orientation to CP1 Thursday of week 1, 1430-1630 hrs Rm 3460

Orientation session to the Expectations of the CP 1 clinical visits and de-briefing sessions. Initial preparation for first 'clinically related exploratory experience' on August 17.

### Day 1, session 1 Friday of week 1, 0830-1200 hrs Rm 3450

Through varied means of orientation, independent investigation, group presentations, the student will experience and develop:

- ◆ awareness of the multi-faceted **sensory experience** one might be exposed to in diverse health care facilities (i.e. an understanding of the health program environment and relating this to what may be the patient experience in such an environment). Maximizing orientation to clinical environments utilizing this sensory awareness.
- ◆ basic investigation of specific clinical settings which might include: environmental set-up, structure, purpose, personnel involved, program services delivered/how delivered and communication strategies.
- ◆ full orientation to the expectations of session 1 and 2 activity, and the interactive debriefing of this experience.

### Day 1, session 2      Friday of week 1, 1300-1500 hrs Rm 3450

With the course instructors in the classroom setting, the student will:

- ◆ report on, and discuss, impressions from observations and activities in the self-directed morning session. Students will relate this to preparation/understanding of clinical visit activities in CP 1.

### Day 2 **Clinical Visit** Wednesday, week 2, Full Day, 0800-1630 hrs

**Time frames for this clinical day will vary slightly depending on whether individual students are assigned to a facility in Saskatoon or outside of Saskatoon. Consult your individual schedule.**

In the clinical setting the student will (explore/observe some of the following):

- ◆ develop an initial understanding of the application of **the culture of health care settings and physical therapy; professional behaviors, values, scope of practice, skill sets and roles** of the physical therapist.
- ◆ observe health professionals' application of specific attitudes toward disability and professional language used related to disease, injury and disability; ***including actively applying the WHO-ICF international classification.***
- ◆ observe communication strategies employed in health settings. In addition, demonstrate professional and effective verbal and non-verbal therapeutic and **rapport-building communication** strategies.
- ◆ demonstrate an understanding of the application of a general framework for **legal and ethical aspects** of physical therapy practice, including privacy legislation and application of **confidentiality and informed consent.**
- ◆ identify situations requiring ethical decisions, why was this an ethical issue, and discuss how these decisions were made.

- ◆ recognize and demonstrate elements of **client-centered care, sensitive practice, cultural competence and reflective practice.**
- ◆ review **health record documentation** and discuss what relevant information you managed to glean and what needs to be further explored and understood. In addition, observe the basic purpose, principles and framework for health records documentation with the format used in each clinical setting. Take notes on the experience related to further learning which can be explored on own time.
- ◆ interview patients incorporating communication skills.
- ◆ start to apply and develop clinical reasoning skills.
- ◆ start to develop and demonstrate professionalism as appropriate to a health care provider and specific health care delivery settings.

### Day 3 Clinical Visit Thursday, week 2, Full Day, 0800-1630 hrs

**Time frames for clinical day vary slightly depending on whether assigned in Saskatoon or outside of Saskatoon. Consult your individual schedule.**

In the clinical setting, the student will continue to achieve expectations as outlined for days 1 and 2.

### Day 4 'de-briefing session', Fri, Aug. 24, 0830-1200 hrs Rm 3450

With the course instructors in the classroom setting, and via specific interactive analysis approaches, the student will:

- ◆ integrate the theory to date in PP I with the observations and activities from the clinical visits of the previous two days. Share observations, impressions, analysis from clinical visits with classmates. **Clinical Reflection #1 to be submitted by 5:00 pm on August XX.**

### Day 5 Clinical Visit Thursday, week 3, Full Day, 0800-1630 hrs

**Time frames for clinical day vary slightly depending on whether assigned in Saskatoon or outside of Saskatoon. Consult your individual schedule**

In the clinical setting, the student will continue to achieve expectations as outlined for all previous clinical visit days. Further emphasis will be placed on new theory presented in Professional Practice 1 in the previous week.

In addition, in the clinical setting, the student will:

- ◆ recognize and discuss **special communication issues and conflict situations** with may be observed, generating ideas on potential **effective strategies** to deal with these in subjective assessment process.

- ◆ identify **team functioning** dynamic, common strategies for effective team function and team communication and conflict situations observed and strategies employed by the team (e.g. leadership, analysis of roles, respect).
- ◆ recognize and discuss the **broad determinants of health** which may be relevant with each case (eg. the specific **determinants of health** relevant to each patient observed such as socio-economic status, housing, employment, access to health care services etc.).
- ◆ discuss the application of frameworks for **clinical reasoning and decision-making** (e.g. collect history information, analyze and apply to objective examination and treatment planning, etc.). Identify a basic understanding of a process for **clinical decision-making and what this looks like ‘in action’**.
- ◆ interview clients applying an organized framework for the **subjective assessment**.
- ◆ discuss the establishment of a diagnosis and the basic rationale for **physical therapy diagnoses** in cases observed.
- ◆ recognize the basic application of the **‘WHO – International Classification of Functioning (ICF)’** terms and the basic framework in the health delivery program and in patient management (e.g. impairment, activity limitations, participation restrictions) by actively analyzing the fit of the ICF with the assessment, diagnosis, treatment elements observed.
- ◆ discuss their preferred **learning style** as evidenced by application in the clinical environment (e.g. reflective, kinesthetic, auditory, visual, etc.).
- ◆ discuss the **concepts of disability and health**, attitudes toward disability and issues associated with changes in ability and health (including terminology appropriate to persons with a disability).

## Day 6 ‘de-briefing session’, Fri, week 3, 1230-1600 hrs Rm 3450

With the course instructors in the classroom setting, and with interactive analysis, the student will:

- ◆ integrate the theory to date in PP I with the observations and activities from the clinical visits.

**Clinical Reflection #2 to be submitted by 0900 Wednesday September X, 20XX.**

## B. Outcomes Expected for Clinical Practice One

- 1) Since this is the first clinical practicum experience for the student it is understood that the process of learning new 'clinical skills' most often will involve observation with some limited practice application or assisting the clinical instructor. This refers to 'broad-based' early understanding of the culture of health care, professional attitudes and behaviours, communication, relevant theory and physical skills to a very limited extent.
- 2) The student will set a goal(s) for each clinical visit day of CP 1, review PP 1 theory from previous week, and → based on integration of PP 1 theory, reflect on how the goal was met.
- 3) By the end of CP 1 it is hoped that the student will have had an opportunity to read and analyze, or discuss and analyze with the Clinical Instructor, at least five (5) health records/patient histories, interview three - five patients/family members and interact with a variety of persons from other disciplines.
- 4) The student will demonstrate professional behavior and appearance with all interactions in the clinical facility.
- 5) The student will develop and apply adaptive communication skills.
- 6) The student will submit two brief, written clinical reflections based on clinical settings' visit experience integrated with theory from PTH 861 as specifically assigned and consistent with a generic template.

## C. Evaluation for Clinical Practice One

- ◆ A specific instrument has been developed for evaluation of student performance in CP One. The Clinical Instructor will evaluate each student at the end of each clinical visit by completing the performance evaluation form, and discussing it with the student at the end of the visit whenever possible.
- ◆ Clinical Practice One is graded on a 'Pass/Fail' basis. There will not be a numerical grade assigned. Clinical Reflections submitted will be also assessed as adequately done and will not be assigned a numerical grade.
- ◆ There are essentially three elements comprising the final course mark. These are:
  - ❖ Clinical visits requirements:
    - Satisfactory performance reviews for clinical visits;
    - Attendance requirements for clinical visits and participation in debriefing sessions;

- ❖ Satisfactory submission of two written clinical reflections. The written reflections are due at the end of the second week and the end of the third week of the course with deadlines identified specifically above.
  - ❖ Students will provide an electronic written evaluation of both PTH 861 and PTh 850 in an on-line based evaluation tool. Access to this on-line evaluation will be provided at the end of CP 1 and PP 1.
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**Due to the MPT schedule, the importance of attendance for a critical mass of time for each clinical experience, and availability of clinical settings for clinical visits, students are expected to be available for ALL clinical visits as scheduled in CP 1, and clinical visits WILL NOT normally be alternatively scheduled to accommodate individual circumstances.**

**Attendance is mandatory.**

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## D. Access and Equity and Disability Accommodation

"Students who have disabilities (learning, medical, physical, or mental health) are strongly encouraged to register with Access and Equity Services for Students (AES) if they have not already done so. Students who suspect they may have disabilities should contact AES for advice and referrals. In order to access AES programs and supports, students must follow AES policy and procedures. For more information, contact [AES](#) at 966-7273 or [aes@usask.ca](mailto:aes@usask.ca)."

(Revised August 2018)