

Orientation Workshop for Clinical Instructors – Best Practices for Success

Physical Therapy program
University of Saskatchewan



Workshop topics

- Introductions and welcome
- Review of objectives for workshop/Position Statements
- Qualities of a Good Clinical Instructor
- Overview of the MPT program and curriculum
- Understanding MPT Clinical Courses – plus upcoming course expectations in detail
- Setting expectations and goals with the student - *Starting the Placement*
- Student Orientation Checklist
- Clinical education policies and procedures overview
- A few learning tips
- Performance Evaluation - Basic Overview, Expectation levels on ACP, HSPnet
- Student evaluation of the CI and Placement and CI/Facility Feedback
- Did we miss anything? Questions?

CPA Position Statement

Clinical education is a critical component of physiotherapy education programs and is essential to the future provision of quality physiotherapy health care to Canadians. Physiotherapists perform a vital role in clinical education by sharing their professional and clinical expertise and knowledge with physiotherapy students. As clinical instructors, they facilitate learning and critical thinking, as well as teach and evaluate students' clinical performance and behaviours. Participating in clinical education also facilitates the recruitment of novice professionals into the workplace.

SCPT Position Statement

SCPT Practice Guideline # 22 - Clinical Supervision of Student Learners:

The Saskatchewan College of Physical Therapists (SCPT) acknowledges the important role of clinical education and clinical supervision in the preparation of competent student learners in a physical therapy setting. The SCPT recognizes the role of clinical supervisor as an activity which contributes to continuing professional development, maintenance of competency and maintenance of Physical Therapy practice hours required for licensure. A quality clinical education program is vital to the future provision of relevant, safe and effective delivery of Physical Therapy services which fundamentally also serves to protect the public.

Your memorable (good or not so good) clinical experiences?

“Good qualities” – according to students

- Encouraging
- Personable /friendly / welcoming, incl to team
- Enthusiastic
- Empathetic
- Knowledgeable
- Willing to learn from student

CI Roles/ Attributes

- Competent clinician
- Legal and ethical practitioner
- Effective communicator
- Effective interpersonal relationships
- Instructional skills
- Supervisory skills
- Performance evaluation skills (clear, concise, specific)

Role of CI is parallel to the role of the Clinician

- History
- Initial examination
- Long term and short term goals
- Plan of care
- Re-examination, progression
- Outcome



Overview of MPT Program

MPT: 8 Curricular Outcomes

1. Educator
2. Evidence-Based Health Professional
3. Life Long Learner
4. Primary Health Care Practitioner
5. Competent Specialist
6. Inter-Sectoral Health Care Practitioner
7. Ethical/Compassionate/Accountable Health Care Practitioner
8. Professional Leader

'Program-at-a-glance'

- 24 mos. + 6 weeks
- 10 modules
- Graduate in October
- Integration of theory and experiential learning throughout program
- 5 clinical courses
- <https://rehabscience.usask.ca/current-students/mpt-students/timetables-and-exam-schedules.php>

Curricular Content Resources

- Supporting packages of material on website in Clinical Education Resources section
- Expectations documents
- For specific courses, see Timeline
- <https://catalogue.usask.ca/>
 - See “PTH” courses

Clinical Courses in the MPT

- Clinical Practice (CP) 1-5
- 'Expectations of PT Students' document specific to each CP course on Clin Ed portion of website

‘Expectations’ documents for each clinical course

- Overview of course and **benchmark** statement
- Objectives and key words
- Definition of level of student and what clinical responsibilities are associated
- Theory preparation to date in the MPT (courses and primary subject content)
- Techniques and procedures covered to date
- General expectations and evaluation

A few tips to support and develop a competent clinical reasoner

(clinical decision-making, problem-solving, critical thinking)

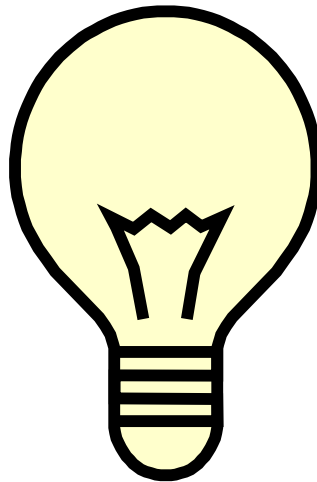
Learning tip: Just because you told them, doesn't mean they remember

Help integration of knowledge with these six simple steps:

- 1) Patient interaction/observation – e.g. history, physical exam, test results
- 2) Engage student, get a commitment - e.g. "What do you think is going on?"
- 3) Probe for supporting evidence - e.g. "Why do you think so?"
- 4) Reinforce what was done well; tell them what they did right.
- 5) Correct any errors in thinking, or errors in performance of skills.
- 6) Teach general rules if applicable - e.g. "When this happens, do this..."

More learning tips

- Allow adequate time for students to respond.
- Follow a poor answer with another question
- Be non-confrontational - one doesn't need to be intimidating to be challenging
- At all times, exercise **unconditional positive regard**



Domains of Learning

- **Cognitive:** knowledge and understanding of subject matter
- **Psychomotor:** physical action or motor skills
- **Affective:** deals with feeling, attitudes or values (respectful, tactful, cultural, etc.)
- By dividing learning into domains, it is easier to identify the aspects of the learning process. All the domains must be satisfied in order for best learning to occur.
- If learning is not occurring, the question might be asked “is the student having difficulty with a skill, an attitude or knowledge?”

Preparing for the Clinical Placement

- Use the '[Starting the Placement](#)' document to focus discussion with the student at the beginning of the placement.
- The document is on the website, will be in all placement packages, and students will bring a prepared copy to the placement.

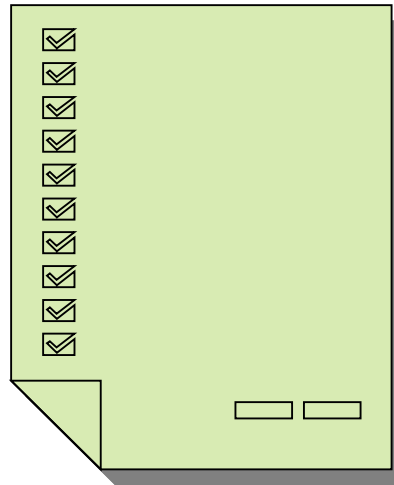
Placement expectations

- Student and CI collaborate
 - Equal partners
 - Mutual understanding
- Discuss preferred learning styles
- Regular time for consultation / communication
- Encourage self-directed learning
- **Clear and specific parameters of caseload expectations**

Student Orientation Checklist

Feel free to use the checklist to orient your student, located here:

Adapt to your facility as needed.



Key Policies and procedures

Located on [website](#):

- Immunizations
- Criminal Record Check
- WCB consent
- Health insurance
- Liability insurance
- CPR
- Security badge
- Professional appearance
- Attendance mandatory, being on time
- Any absence other than illness or bereavement requires prior written approval **FROM SCHOOL FIRST**
- Professional behavior (new procedure at SRS)

Special Requests for Absence

- Policy document on website, in package. Students are well oriented to policy.
- Must submit **written** permission as much in advance as possible; official form
- Submit to School of PT **BEFORE** asking CI
- School of PT will consult with CI
- Only School of PT can approve
- May have to do make-up time in some circumstances

Guidelines on Appearance

- Neat, hygienic, safe, consistent with professional setting and infection control
- Student represents clinical facility and School of PT to external environment and patients
- Guidelines for standard expected are in document but facility can dictate alternate standard as is consistent with that program's profile and program delivery

Assessment of Clinical Performance (ACP)

- See [ACP Grading Resource](#)
- Training module for the Assessment of Clinical Performance (ACP) Instrument:
<https://app.rehab.utoronto.ca/ACP/story.html>
- HSPnet (electronic platform for student placements): www.hspscanada.net
- **CI does not decide PASS/FAIL**

Providing feedback

- Boehler (2006) 2 groups- one given general praise, one given specific info for improvement. Outcome - the student satisfaction was higher with the 'praise group' BUT the improvement in clinical performance was much greater in the specific feedback group
- Be specific
- Positive phrasing - need to improve
- Reasonable number of messages
- Observations / examples

Evaluation of CI and Facility

- Instrument located [here](#)
- Process through [HSPnet](#)

Useful websites

- <https://rehabscience.usask.ca/> - then go to “Clin Ed” on upper banner

Other resources:

- Curriculum on-line resource *Preceptor Education Program (PEP)* from Western University: www.preceptor.ca/
- Training module for the Assessment of Clinical Performance (ACP) Instrument: <https://app.rehab.utoronto.ca/ACP/story.html>
- HSPnet (electronic platform for student placements): www.hspscanada.net
- Clinical Learning in Saskatchewan Health Authority: <https://www.saskhealthauthority.ca/careers-volunteering/careers/learner-placements>
- Preceptor Saskatchewan: www.saskpreceptor.ca

Workshop Closure

- Summary
- Questions / comments