

Clinical Instructor Orientation Workshop

Best Practices for Success

Master of Physical Therapy Program
School of Rehabilitation Science
University of Saskatchewan

Orientation Overview

- Introductions
- Importance of choosing to be a CI
- Overview of the MPT program
- Clinical Course Expectations
- Setting expectations and goals with the student
- Qualities of a good Clinical Instructor
- Learning tips
- Clinical education policies and procedures overview
- Performance Evaluation – ACP 2.0, HSPnet
- Student evaluation of the CI and placement and CI/Facility feedback
- Questions

Thank you

Importance Of Being a CI

- Share your professional and clinical expertise with physiotherapy students.
- Facilitate learning and critical thinking, as well as teach and evaluate students' clinical performance and behaviours. Facilitate the recruitment of new professionals into the workplace.
- The SCPT recognizes the role of clinical supervisor as an activity which can be used towards your CCP requirements on your license renewal each year.
- Your opportunity to mentor and support the next generation of PT's.



Your memorable (good or otherwise) clinical experiences?

According to students, “good qualities”:

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



USASK MPT Program-at-a-glance

- 27 month long program starting in August
- 9 modules total including academic and clinical
- Graduate in November/December
- Integration of theory and clinical placements/experiential learning throughout program and over 6 clinical courses
- ❖ *Expectations of PT Students'* document specific to each CP course on Clin Ed portion of website

Resource: [Clinical Sites - School of Rehabilitation Science - College of Medicine | University of Saskatchewan \(usask.ca\)](#)

Curriculum of MPT Program

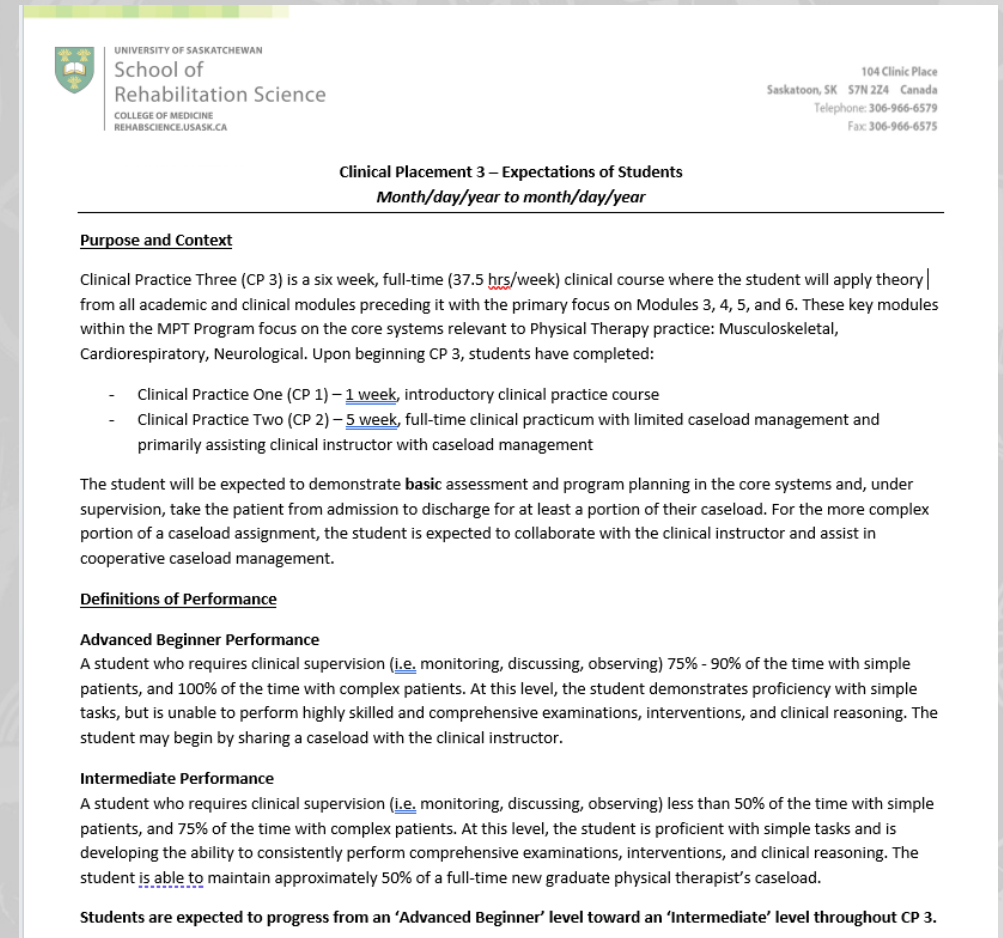
7 Domains of Competency

1. Physiotherapy Expertise
2. Communication
3. Collaboration
4. Management
5. Leadership
6. Scholarship
7. Professionalism



'Expectations' Documents

- 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



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Clinical Placement 3 – Expectations of Students
Month/day/year to month/day/year

Purpose and Context

Clinical Practice Three (CP 3) is a six week, full-time (37.5 hrs/week) clinical course where the student will apply theory | from all academic and clinical modules preceding it with the primary focus on Modules 3, 4, 5, and 6. These key modules within the MPT Program focus on the core systems relevant to Physical Therapy practice: Musculoskeletal, Cardiorespiratory, Neurological. Upon beginning CP 3, students have completed:

- Clinical Practice One (CP 1) – 1 week, introductory clinical practice course
- Clinical Practice Two (CP 2) – 5 week, full-time clinical practicum with limited caseload management and primarily assisting clinical instructor with caseload management

The student will be expected to demonstrate **basic** assessment and program planning in the core systems and, under supervision, take the patient from admission to discharge for at least a portion of their caseload. For the more complex portion of a caseload assignment, the student is expected to collaborate with the clinical instructor and assist in cooperative caseload management.

Definitions of Performance

Advanced Beginner Performance
A student who requires clinical supervision (*i.e.*, monitoring, discussing, observing) 75% - 90% of the time with simple patients, and 100% of the time with complex patients. At this level, the student demonstrates proficiency with simple tasks, but is unable to perform highly skilled and comprehensive examinations, interventions, and clinical reasoning. The student may begin by sharing a caseload with the clinical instructor.

Intermediate Performance
A student who requires clinical supervision (*i.e.*, monitoring, discussing, observing) less than 50% of the time with simple patients, and 75% of the time with complex patients. At this level, the student is proficient with simple tasks and is developing the ability to consistently perform comprehensive examinations, interventions, and clinical reasoning. The student is able to maintain approximately 50% of a full-time new graduate physical therapist's caseload.

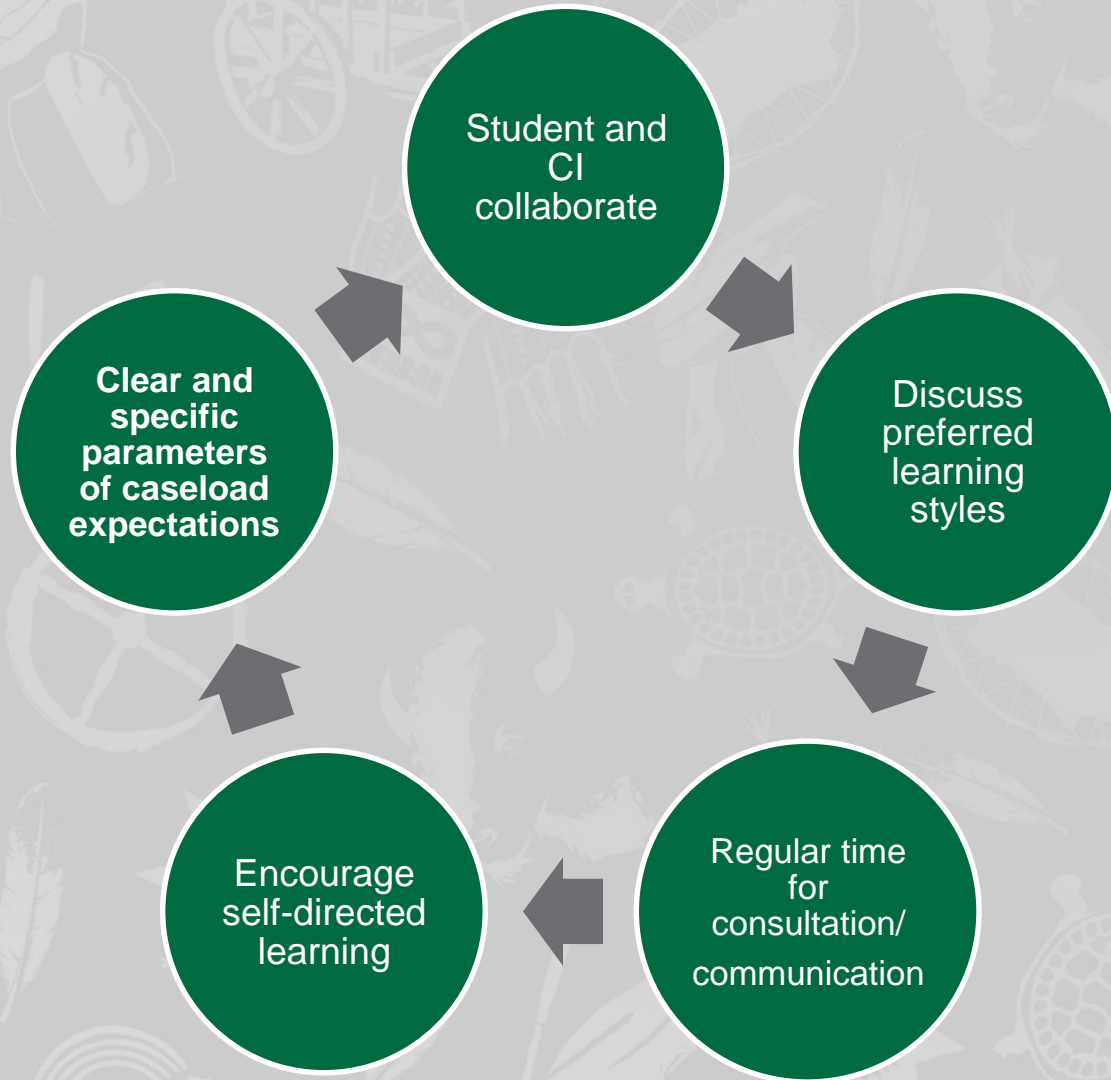
Students are expected to progress from an 'Advanced Beginner' level toward an 'Intermediate' level throughout CP 3.

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 and students will bring a prepared copy to the placement
- This should act as their cover letter/resume to inform you of their background

Placement Expectations



CI Attributes



- 1) Demonstrates professional expertise
- 2) Actively engages students in learning
- 3) Creates a positive environment for teaching and learning
- 4) Demonstrates collegiality and professionalism
- 5) Discusses career- related topics and concerns

Huggett KN, Warriar R, Maio A. Early learner perceptions of the attributes of effective preceptors. *Adv Health Sci Educ Theory Pract.* 2008 Dec;13(5):649-58. doi: 10.1007/s10459-007-9069-z. Epub 2007 Jun 5. PMID: 17549596.

What To Avoid as a CI



- 1) Don't make the student become your gofer. Ensure you treat them with respect!
- 2) Don't discuss the student's shortcomings in front of patients or colleagues.
- 3) Don't be afraid to let the student work on their own.

A few tips to support and develop a competent clinical reasoner

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

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..."

Learning Tips

- 💡 Just because you told them doesn't mean they remember
- 💡 Allow adequate time for students to respond
- 💡 Follow a poor answer with another question
- 💡 Be non-confrontational (avoid being challenging, intimidating)
- 💡 At all times, exercise **unconditional positive regard**

Providing Feedback

- Be specific in what you are asking of the student
- Positive phrasing (need to improve)
- Pair it down to a reasonable number of messages
- Use observations/examples you have witnessed
- Be timely in providing feedback, don't wait until it is time to fill out the evaluation.
- 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



Key Policies and Procedures

- Immunizations, criminal record check, WCB consent, health insurance, liability insurance, CPR, Security badge are handled by the school
- Professional behaviors should be demonstrated daily
- **Any absence other than illness or bereavement requires prior written approval FROM SCHOOL FIRST**
 - ❑ Attendance is mandatory, including being on time each day
 - ❑ If more than 3 days are missed from one placement, we will work you and the student to determine the best course of action for make up time
 - ❑ If you work in an area that has EDO's or weekend coverage, students can make up time by working these days.

Resource: <https://medicine.usask.ca/students/physical-therapy/physical-therapy-policies.php>

Assessment of Clinical Performance 2.0 (ACP 2.0)

- Evaluation is completed at midterm and in the final week. Please communicate with the student when a convenient time is for them to meet with you to review the evaluation.
 - ❑ Please communicate with the student as to your expectations for when/if you want the ACP filled out ahead of time by.
 - ❑ The student is responsible for filling out their own ACP 2.0 as part of their self-evaluation
 - ❑ The student must have their midterm evaluation completed by the closing date on HSPnet
 - ❑ The student's deadline for submitting the final ACP is the last day of placement. The CI has an additional week.
- The evaluation is completed on HSPnet (www.hspscanada.net). This is where both you and the student will fill out the ACP 2.0
 - ❑ **CI does not decide PASS/FAIL**

Resources:

- *Performance Evaluation* on Clin Ed website
[Clinical Sites - School of Rehabilitation Science - College of Medicine | University of Saskatchewan \(usask.ca\)](#)
- ACP Online *Learning Module* for the Assessment of Clinical Performance (ACP 2.0) Instrument

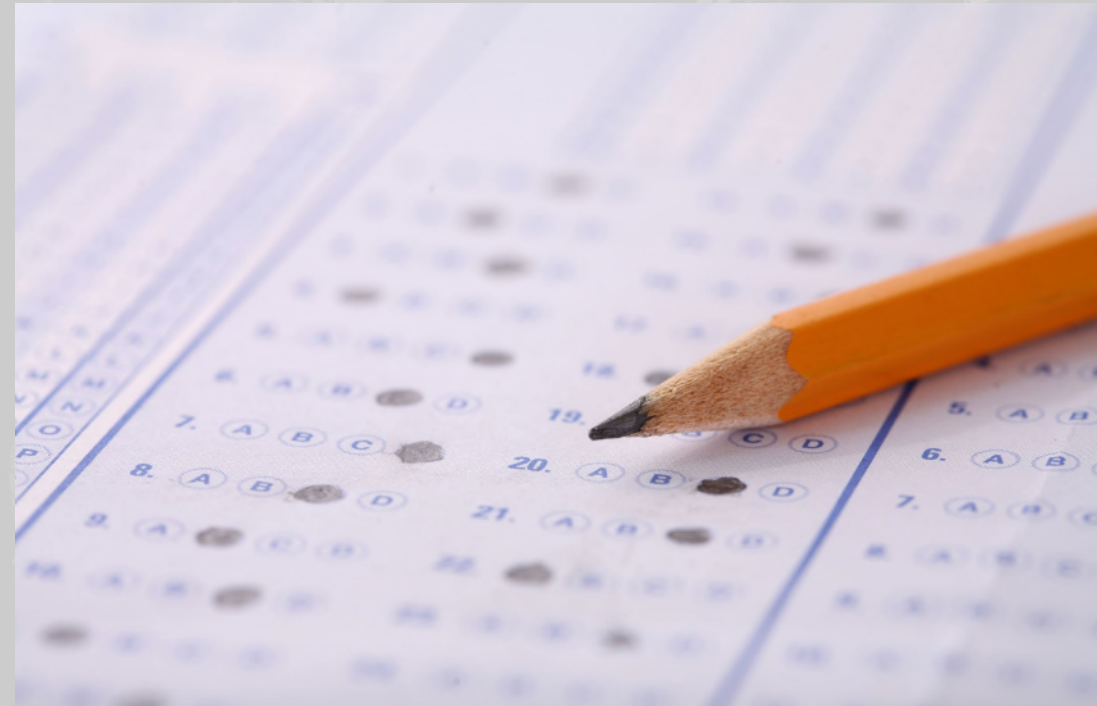
Entry Level, With Distinction & Exceptional Performance

- Entry level = the student can carry, at minimum 75% of a typical caseload for your service area.
- Entry level = only needs guidance in situations where they are managing a complex case.
- With distinction = manages a 100% caseload and takes on a leadership role/manages complex situations/supervises others
- Credit with exceptional performance = a student who surpasses the CI's expectations for their given experience level.
- *You do not have to rate a student at entry level to deem them having credit with exceptional performance.*



Evaluation of CI and Facility

- At the end of the placement the student will have the opportunity to evaluate both the CI and the facility as a whole.
- This is done through HSPnet and you will have access to it if the student chooses to complete it.
- Instrument located on Clinical Education website [Clinical Sites - School of Rehabilitation Science - College of Medicine | University of Saskatchewan \(usask.ca\)](#)



Summary of Resources

Clinical Education Website:

[Clinical Sites - School of Rehabilitation Science - College of Medicine | University of Saskatchewan \(usask.ca\)](#)

Supplementary 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

Questions

