



Clinical Placement 4 – Expectations of Clinical Instructors

Course Description

Clinical Practice Four (CP 4-1, 4-2) consists of two, six week, full-time (approx. 37.5 hrs/week) clinical courses where the student will apply theory from all academic and clinical modules preceding it. The focus is on understanding the unique needs of different patient populations/diagnostic groups specific to the core systems relevant to Physical Therapy practice: Musculoskeletal, Cardiorespiratory, Neurological. Prior to starting CP 4, 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
- Clinical Practice Three (CP 3) – 6 week, full time clinical practicum with limited caseload management

Definitions of Performance

Intermediate

Student 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



Advanced Intermediate

Student requires clinical supervision (i.e. monitoring, discussing, observing) less than 25% of the time managing new or patients with complex conditions and independently manages patients with simple conditions

Students are expected to progress from an 'Intermediate' level toward an 'Advanced Intermediate' level within each CP 4 course. The student will begin by sharing a caseload with the CI and progress toward independently maintaining approx. 100% of a full-time new graduate physical therapist's caseload with simple patients, and 75% of a full-time new graduate physical therapist's caseload with complex patients.

Role of Clinical Instructor

- Support the student in sharing/managing a limited caseload
- Challenge the student to provide rationale (highest level of available evidence) for clinical choices in assessment and treatment
- Critically assess competency and provide constructive feedback on an ongoing basis
- Clarify changing expectations and clearly communicate expectations over the course of the placement
- Assist student in the transition from sharing to independent caseload responsibilities
- Reinforce the value of considering the cardio-respiratory system in holistic management of a patient

Clinical Practice 4 Course Objectives

Upon completion of the course, students will be able to:

1. Communicate effectively with patients, families, caregivers, health professionals and community agencies involved in health and health care for individual patients or specific populations, including health promotion and prevention education.



2. Demonstrate professional behaviours, professional accountability and ethical and legal practice in the clinical setting including: respectful interpersonal interaction, cultural competence with diverse populations, acceptance of constructive criticism, self-directed and reflective learning, participatory decision-making rules, maintenance of confidentiality, and obtaining informed consent.
3. Implement an organized, individualized, holistic and comprehensive physical therapy assessment for patients across the lifespan and with an array of primary diagnoses and co-morbidities and an emphasis on specific exercise testing procedures.
4. Analyze assessment data to delineate a physical therapy diagnosis, a prioritized, holistic treatment plan and a statement of risk-adjusted predicted outcomes.
5. Implement physical therapy services in diverse contexts of physical therapy practice and health care delivery.
6. Apply evidence-based rationale for assessment and treatment procedures employed.
7. Accept responsibility for own actions and decisions and for delivering physical therapy programming within the profession's scope of practice and the student's own personal competence.
8. Evaluate procedures/outcome measures used in all aspects of physical therapy practice.

Student In-service Presentation on Placement

Each student is required to do at least two (2) in-service presentations to health care professionals over the course of the five (5) distinct clinical placements. The student may choose during which two clinical placements they wish to deliver the presentations, though a clinical site may require the student to do a presentation as part of the total learning experience or the caseload management. The CI may note a situation that is particularly suited to a student presentation and may require it as part of the rotation (i.e. a patient education session). Patient education programming that is a part of the regular caseload management approach in a placement does not substitute for the mandatory in-service requirements.

Note: On the last page of the final electronic student performance tool (ACP 2.0), there is a space for the CI to indicate whether a student presentation was done. It is helpful to populate the text box with details such as title of presentation, audience in attendance and a brief comment around the quality of the presentation.

Performance Evaluation for Clinical Practice Three (CP 4)

Progression is particularly important for more specific physical therapy performance indicators such as: assessment, treatment planning, discharge planning, etc. Each CP 4 placement is perhaps the student's first and only opportunity to apply clinical skills with this particular patient population. The midterm and final clinical evaluations should reflect this growth in competence, consistency and confidence with this current patient population. Other more universal skills, such as communication, may be present at a more advanced level earlier in the placement and could show continuous growth across different placements throughout CP 4.

It is expected that the CI will assess aspects of the student's performance and provide balanced and constructive feedback on relevant performance indicators, **on an ongoing basis**, over the course of the placement. The student should be appraised regularly of how they are performing and be encouraged to provide their perspective as well.

The ACP 2.0 is completed electronically via the Student Assessments Module (SAM) through the platform HSPnet (Health Sciences Placement Network). Detailed information/instructions for accessing the online ACP are provided to the CI by MPT Clinical Coordinators in advance of each clinical placement.



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- **Every student and Clinical Instructor is expected to independently orient to the ACP 2.0 via the short online training module (30-45 minute time commitment) via the following link:**
<https://app.rehab.utoronto.ca/ACP2.0> Note: The module is best viewed with Chrome
- A completed ACP 2.0 and accompanying discussion of the performance review using the ACP 2.0, must be completed at **midterm** and **final** benchmarks of the placement Note: Submitting your assessment will make it visible to the student, so you may want to delay this step until just before you are ready to discuss it with them
- Final performance evaluation completed and submitted through HSPnet **within three (3) business days** following completion of the placement