



Clinical Placement Preparation and Orientation – for Students and Clinical Instructors

The purpose of this document is to facilitate conversations between students and Clinical Instructors (CI's) to ensure a successful placement. The student is expected to complete and reflect on sections of this document prior to the placement beginning and for the document to be reviewed in detail with the CI within the first few days of the placement.

Section I – Student Profile and Experiences (Student to complete ahead of placement beginning)

Summary of Previous Clinical Placements		
Clinical Course	Location	Placement type, diagnostic mix of caseload

List any other relevant “clinical” or “non-clinical” experiences not included above (i.e. sports trainer, volunteer activities, CPR trainer, etc.):

List any physical or psychological conditions that you feel may potentially impact your clinical function/performance AND which may need adaptive measures or accommodations OR which you feel would be advisable for your CI to know: *If you do not wish to write these down due to confidentiality reasons, consider discussing them privately with your CI. If you have not informed the School, consider discussing with your CI if it is appropriate/acceptable to advise the School.*



Summarize what you learned about your clinical performance from your previous placement(s):

Strengths	Performance Areas for Improvement	Interpersonal and Professional Strengths

Review your Clinical Experience Checklists. Summarize and discuss the identifiable gaps in your experience which might be filled with the experience available in this placement (ie. Caseload patient diagnoses, assessment techniques, treatment techniques, patient handling approaches, etc.). **Pay particular attention to the Cardiorespiratory Checklist, where experience can be gained in ALL placements.**

Gaps

Section II – Learning Style (Discussion between student and CI)

Outline and discuss your preferred style of learning and what you understand about the application/modification of your learning style in the clinical situation. Discuss with your CI what their preferred learning style is.



Section III – Goals (Student to complete prior to placement beginning AND discuss with CI)

Compose **at least three (3)** specific learning objectives for this clinical placement PRIOR TO the placement beginning. These goals will then be used by you and your CI to finalize your Clinical Learning Plan for the placement. Pay particular attention to your answer to question #4 in your Clinical Experience Profile when developing these goals. Tips: Use SMART (specific, measurable, achievable, realistic/relevant and target date) approach in composing goals and your Clinical Learning Plan. **You and your CI should have agreed on a Clinical Learning Plan approach by the end of your first week of the placement.**

Section IV– Schedule and Ongoing Communication (Conversation between student and CI)

- In consultation with your CI, determine how often and when you will meet to discuss caseload and your clinical development. What is your preference, perhaps based on previous clinical placement experiences?
- What do you and your CI **need to know about each other** to understand working habits and personal values that will facilitate an effective and enjoyable working relationship. Considerations may include: promptness, timing and approach to feedback/performance, review of expectations, preference for type and frequency of supervision vs. independence, communication approaches, etc.
- Is there any other information you think would be helpful to know about your CI's professional and clinical roles?