



## Clinical Placement 5 – Expectations of Clinical Instructors

### Course Description

Clinical Practice Five (CP 5) is a six week, full-time (approx. 37.5 hrs/week) clinical course where the student will integrate all theory in the management of an increasingly complex caseload. Students will demonstrate integration of the physical and psychosocial dimensions of patient assessment, application of the determinants of health specific to each patient and client population, and management planning from admission to discharge. Students entering CP 5 have completed approximately 900 clinical course hours (24 weeks).

### Definitions of Performance

#### Advanced Intermediate

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



#### Entry Level

Student requires infrequent clinical supervision (i.e. discussion, seeking of advice) managing patients with simple conditions and minimal guidance/supervision for patients with complex conditions

**Students are expected to progress from an ‘Advanced Intermediate’ level toward an ‘Entry’ level throughout the CP 5 course.** The student consults with others and resolves unfamiliar or ambiguous situations and is capable of maintaining at minimum, 75% of a full-time new graduate physical therapist’s caseload in a cost-effective manner. The student will be seen as an autonomous, safe practitioner at the end of CP 5, ready for graduation and entry into the profession.

### Role of Clinical Instructor

- Support the student in sharing/managing increasing caseload responsibilities
- 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

### Clinical Practice 5 Course Objectives

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

1. Communicate effectively with patients, families, caregivers, health professionals, community and government agencies involved in health and health care for individual patients or specific populations, including health promotion, prevention, and advocacy for health programming and resources.
2. Consider capacity building and community development in the context of delivering physical therapy services in a primary health care setting.
3. Exemplify professional behaviours and attitudes through internalization of professional values, and application of a framework for legal and ethical decision-making in a variety of clinical settings.
4. Implement an organized, holistic, evidence-based and comprehensive physical therapy assessment with a diverse array of primary diagnoses and comorbidities for individual patients, groups, communities and specific populations across the lifespan.



5. Justify a physical therapy diagnosis and recommend a prioritized and holistic treatment plan including risk-adjusted, predicted outcomes, through synthesis of assessment data.
6. Prioritize use of available resources in achieving goals of the practice setting and maximizing outcomes.
7. Analyze evidence-based rationale for assessment and treatment procedures, risk-adjusted outcomes, program management, program evaluation models and cost-effective health care delivery, given the available funding and relevant business model.
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.

### **Written Component of Physiotherapy Competency Examination (PCE) and CP 5**

The Canadian Alliance of Physiotherapy Regulatory Boards mandates the date and timing of the written PCE component irrespective of the impact on concurrent clinical placements. It may occur during CP 5. It is important to note that students may be preoccupied with preparation for this exam and the stress that it generates, however the CP 5 course requires and deserves their full attention and focus.

### **Performance Evaluation for Clinical Practice Five (CP 5)**

The student should demonstrate significant diversity in repertoire of clinical skills and entry level competence in all aspects of caseload management. The student should be able to develop a moderately complex treatment program considering all aspects of the patient condition and recognizing the biopsychosocial needs of the patient and the broad determinants of health.

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.

- **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



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- 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; this is particularly important for CP 5 because the MPT Program must process performance reviews in order for the students to meet requirements for convocation.