

Starting the Placement

A. INSTRUCTIONS FOR THE STUDENT AND CLINICAL INSTRUCTOR (CI)

- 1.** This document is to be **filled out by the student in advance, to the best of their knowledge, and discussed with the Clinical Instructor during the first few days of the placement. You must bring this document, filled out, to the first day of EACH clinical placement.**
- 2.** It is intended that this document is an important vehicle for information exchange between the student and the CI:
 - It will assist the CI in understanding the student’s preparation and learning to date and help to prepare caseload activities for the student.
 - It will give the student an introduction to their CI.
- 3.** The student and CI should review the document together to clarify any information and insure a common understanding of student preparation for the placement.

B. COMPONENTS OF THIS DOCUMENT

- **Student profile of previous clinical placements**
- **Learning styles**
- **Goals**
- **Schedules**
- **Preferred approach to working well together**

Student Profile

1) Previous Clinical Placements:

Clinical Course	Location	Placement Type, Diagnostic Mix of Caseload



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- 2) Other relevant 'clinical' and 'non-clinical' experiences not included above (i.e. sports trainer, volunteer activity, CPR trainer, etc.)
- 3) Physical or psychological conditions.
- * List any physical or psychological conditions, which you feel **may potentially impact** on your clinical function/performance, **AND** which may need adaptive measures or accommodations, **OR** which you feel it would be advisable for your CI to know.
 - * If you do not wish to write these down because of confidentiality, are you able to discuss these in private with your CI? (Conditions may include things like: physical condition for which you are undergoing medical care, learning disability, School approved accommodations, personal or family issues, pregnancy, etc.)
 - * If you have not informed the School of any of these issues, discuss with your CI whether it is now appropriate, acceptable and/or advisable to inform the School.
- 4) List here and discuss with your CI a summary of what were the **primary things you learned about your clinical performance from your previous placement(s)**. This should include what you learned were your strengths and what performance areas you need to improve upon.
- 5) What do you know to be your interpersonal and professional strengths and skills if in addition to #4 above?

- 6) After reviewing your clinical experience checklists (maintained in your e-portfolio), discuss with your CI what are identifiable gaps in your experience which might be filled with the experience available in this placement (i.e. caseload patient diagnoses, assessment techniques, treatment techniques, patient handling approaches, etc.)

Learning Style

Discuss with your CI your preferred style of learning, and what you understand about the application/modification of your learning style in the clinical situation. Discuss in person what your CI might tell you about their preferred learning style.

Goals

Insure that you have composed **at least** three specific learning objectives for this clinical experience ***in advance*** of discussing this with your CI at the beginning of the placement. ***You should be composing these in your 'clinical learning plan' document and/or in your e-portfolio reflective journal section.*** You and your CI will use these to finalize your 'clinical learning plan' for the placement. You should consider your answer to #4 above in your clinical experience profile.

- Use SMART (specific, measureable, achievable, realistic/relevant and target date) approach in composing goals and 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.
- The goals you set should be integrated with the available placement learning experiences.

Schedules

You and your CI should 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 experience?

Preferred Approach to Working Well Together

1. What do you and your CI **need to know about each other** to understand working habits and personal values that will facilitate an effective, enjoyable working relationship (i.e. promptness, timing and approach to feedback/performance, review of expectations, preference for type and frequency of supervision vs. independence, communication approaches, etc.)?
2. Is there any other information you think it would be helpful to know about your CI's professional and clinical roles?

Things for the Clinical Instructor to think about in advance of the placement:

- Type and content of orientation
- Expectations of student and CI
- Documentation
- Quality Assurance
- Level of student in program
- Caseload amount, complexity, diagnostic mix
- Feedback: formal and informal
- 'Auxiliary' experiences potentially available such as: surgery, medical diagnostics, interdisciplinary, etc.

The 'Expectations' document for this level of Clinical Practice course provides useful information that will assist in planning the student experience.

Note: Also view 'Setting the Stage' video on School of PT website

www.medicine.usask.ca/pt or

<http://www.medicine.usask.ca/pt/clinical-education/clinical-practice-courses/clinical-practice-ii/clinical-education-resources/setting-the-stage-video/setting-the-stage-video-link/>) in the clinical education/clinical education resources section of the website.

This is a 10 minute streaming video and accompanying power point which itemizes the primary activities associated with starting a placement.

Setting Learning Goals with Students

Research on goals indicates that people who set specific goals for themselves are more effective learners. When you are helping the student commit their learning goals to paper, we recommend that you use the S.M.A.R.T. acronym:

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| S Specific | detailed enough to have a clear picture in mind |
| M Measurable | how will they measure whether the goal is met? |
| A Achievable | but still challenging |
| R Realistic | available time, energy, and resources to complete the task? |
| T Target date | a specific time or date set to serve as motivation |