

EXPECTATIONS OF PHYSICAL THERAPY STUDENTS

MASTER OF PHYSICAL THERAPY PROGRAM

CLINICAL PRACTICE ONE (CP 1)

Clinical Practice One (CP 1) is intended to introduce students to the basis for physical therapy practice by observing and identifying, in clinical settings, the implementation of professional behaviors as well as common frameworks and models for clinical practice.

This course is complementary to introductory theory content in Module I of the MPT which includes Professional Practice One (PP 1) in the first three weeks of the program. **(See Professional Practice One course outline and objectives).** It is also complementary to other basic ‘foundational’ courses in Module I of the MPT which follow CP 1. The scheduling of CP 1 has been planned as an integrated course with PP 1. **It will be a total of five days (37.5 hrs) spread out over 3 weeks at the beginning of Module I of the MPT.** The five days are scheduled concurrently with PP 1. Expectations of the student are outlined for each day of the CP 1 course and relate to the PP 1 course content immediately preceding CP 1 each day.

Additionally, the MPT program pre-requisite requirements include a four year Baccalaureate degree and a specific number of credit units in anatomy, physiology and statistics. This is also considered background theory for CP 1.

The **Clinical Practice One** course outline detailing the daily schedule of course activities will be provided for your information during orientation week.

Clinical Practice One Course Objectives and Searchable Keywords from the Visual Curricular Map found on the School of Physical Therapy website.

(www.medicine.usask.ca/pt/curriculum)

Clinical Practice I, Module I, P.Th. 850.1 Course Objectives	Keywords
Describe and demonstrate professional behaviors in the clinical setting which include: confidentiality, respect for staff and patients, constructive criticism, self-directed learning, reflective learning, informed consent and other aspects of legal and ethical practice	Professional behavior Clinical practice Confidentiality Constructive criticism
Demonstrate effective communication strategies with patients, families, caregivers, and other health professionals which include sensitive practice, cultural sensitivity and a client-centered care approach.	Self-directed learning Reflective learning Informed Consent Legal and ethical practice Communication strategies Diverse populations Sensitive practice

Apply a critical thinking approach to a basic physical therapy assessment framework which will include: pre-assessment information gathering, the subjective component and application of the WHO-ICF model.	Cultural sensitivity Client-centered care Inter-professional teamwork Critical thinking Physical therapy assessment framework
Recognize that there are diverse types of health program organization and delivery and distinguish the roles of various health professions within the context of different health programs.	Subjective assessment WHO-ICF Physical therapy diagnosis
Describe common health issues, health care delivery trends and broad determinants of health which present in the clinical setting and with specific patient populations.	Differential diagnosis Primary and secondary diagnosis Health program models Health professional roles
Value the skills, attitudes and behaviors which define Physical Therapy as a profession.	Health issues Health care delivery models Determinants of health Diverse clinical settings

A. Expectations of Clinical Practice 1

The student will have an introduction to the basic theory, supporting most of the expectations identified below for each day of CP One, through classroom sessions in PP 1 in advance of each 'clinical visit' day.

Orientation to CP 1

Orientation session to the Expectations of the CP 1 clinical visits and de-briefing sessions, approximately 2 hours in length. Preparation for first 'clinically related experience'.

Day 1, session 1

Morning, 0830-1200 hrs

(A modified 'Clinical Investigation/Experience' Day)

Through varied means of orientation, independent investigation, and independent observation of some select health care settings, the student will experience and develop:

- ◆ an awareness of the multi-faceted **sensory experience** one is exposed to in select health care facilities (i.e. an understanding of the health program environment and the patient experience in such an environment).
- ◆ advance investigation of specific clinical settings which might include: structure, personnel involved, non-personnel related resources required, program services delivered and communication strategies.
- ◆ Full orientation to the expectations of this session's activity, followed by interactive de-briefing of this experience.

Day 1, session 2

Afternoon de-briefing, 1300-1500 hrs

With the course instructors in the classroom setting, the student will:

- ◆ report on, and discuss impressions, from observations and activities in the experiential morning session.

Day 2 Clinical Visit

Full Day, 0800-1630 hrs

Time frames for this clinical day will vary slightly depending on whether individual students are assigned to a facility in Saskatoon or outside of Saskatoon. **Consult your individual schedule.**

In the clinical setting the student will:

- ◆ develop an initial understanding of the application of **the culture of health care settings and physical therapy; professional behaviors, values, scope of practice, skill sets and roles** of the physical therapist.
- ◆ observe health professionals' application of specific attitudes toward disability and professional language used related to disease, injury and disability.
- ◆ observe communication strategies employed in health settings. In addition, demonstrate professional and effective verbal and non-verbal therapeutic and **rapport-building communication** strategies.
- ◆ demonstrate an understanding of the application of a general framework for **legal and ethical aspects** of physical therapy practice, including privacy legislation and application of **confidentiality and informed consent**.
- ◆ identify situations requiring ethical decisions and discuss how these decisions were made.
- ◆ recognize and demonstrate elements of **client-centered care, sensitive practice, cultural competence and reflective practice**.
- ◆ review **health record documentation** and discuss what relevant information you managed to glean and what needs to be further explored and understood. In addition, observe the basic purpose, principles and framework for health records documentation with the format used in each clinical setting.
- ◆ interview patients incorporating communication skills.
- ◆ Start to apply and develop clinical reasoning skills.

Day 3 Clinical Visit

Full Day, 0800-1630 hrs

Time frames for clinical day vary slightly depending on whether assigned in Saskatoon or outside of Saskatoon. **Consult your individual schedule.**

In the clinical setting, the student will continue to achieve expectations as outlined for days 1 and 2.

Day 4

Afternoon de-briefing session, 1200-1530 hrs

With the course instructors in the classroom setting, and via specific interactive analysis, the student will:

- ◆ integrate the theory to date in PP I with the observations and activities from the clinical visits of the previous two days.

Day 5 Clinical Visit

Full Day, 0800-1630 hrs

Time frames for clinical day vary slightly depending on whether assigned in Saskatoon or outside of Saskatoon. **Consult your individual schedule**

In the clinical setting, the student will continue to achieve expectations as outlined for all previous clinical visit days.

In addition, in the clinical setting, the student will:

- ◆ recognize and discuss **special communication issues and conflict situations** with may be observed, generating ideas on potential **effective strategies** to deal with these in subjective assessment process.
- ◆ identify **team functioning** dynamic, common strategies for effective team function and team communication and conflict situations observed and strategies employed by the team (e.g. leadership, analysis of roles, respect).
- ◆ recognize and discuss the **broad determinants of health** which may be relevant with each case (eg. the specific **determinants of health** relevant to each patient observed such as socio-economic status, housing, employment, access to health care services etc.).
- ◆ discuss the application of frameworks for **clinical reasoning and decision-making** (e.g. collect history information, analyze and apply to objective examination and treatment planning, etc.).
- ◆ interview clients applying an organized framework for the **subjective assessment**.
- ◆ discuss the establishment of a diagnosis and the basic rationale for **physical therapy diagnoses** in cases observed.
- ◆ recognize the basic application of the 'WHO – **International Classification of Functioning (ICF)** terms and the basic framework in the health delivery program and in patient management (e.g. impairment, activity limitations, participation restrictions)
- ◆ identify a basic understanding of a process for **clinical decision-making and what this looks like 'in action'**.
- ◆ discuss their **learning style** as evidenced by application in the clinical environment (e.g. reflective, kinesthetic, auditory, visual, etc.).
- ◆ discuss the **concepts of disability and health**, attitudes toward disability and issues associated with changes in ability and health (including terminology appropriate to persons with a disability).

Day 6

Afternoon de-briefing, 1230-1630 hrs

With the course instructors in the classroom setting, the student will:

- ◆ integrate the theory to date in PP I with the observations and activities from the clinical visits.
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B. Summary of Outcomes Expected for Clinical Practice One

- 1) Since this is the first clinical practicum experience for the student it is understood that the process of learning new clinical skills will most often involve observation with some limited practice application or assisting the clinical instructor.
- 2) The student will set a goal(s) for each day of CP 1, based on integration of PP 1 theory, and reflect, in the clinical portfolio journal section, on how the goal was met.

- 3) By the end of CP 1 it is hoped that the student will have had an opportunity to read and analyze at least five (5) health records, interview three→five patients/family members and interact with a variety of persons from other disciplines.
 - 4) The student will demonstrate professional behavior with all interactions in the clinical facility.
 - 5) The student will develop and apply adaptive communication skills.
 - 6) The student will submit two brief, written reflective assignments based on clinical settings' visit experience.
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Evaluation for Clinical Practice One

- ◆ A specific instrument has been developed for evaluation of student performance in CP 1. The Clinical Supervisors will evaluate each student at the end of each clinical visit by completing the performance evaluation form, and discussing it with the student.
 - ◆ Clinical Practice One is graded on a 'Pass/Fail' basis. There will not be a numerical grade assigned.
 - ◆ There are essentially three elements comprising the final course mark. These are:
 - Satisfactory performance reviews for clinical visits;
 - Attendance for clinical visits and participation in de-briefing sessions;
 - Satisfactory submission of two written assignments. The written assignments are due at the end of the second week and the end of the third week of the course.
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Due to the MPT schedule, the importance of attendance for a critical mass of time for each clinical experience, and availability of clinical settings for clinical visits, students are expected to be available for ALL clinical visits as scheduled in CP 1, and clinical visits WILL NOT normally be alternatively scheduled to accommodate individual circumstances.

Attendance is mandatory.

D. Disability Accommodation

"Students who have disabilities (learning, medical, physical, or mental health) are strongly encouraged to register with Disability Services for Students (DSS) if they have not already done so. Students who suspect they may have disabilities should contact DSS for advice and referrals. In order to access DSS programs and supports, students must follow DSS policy and procedures. For more information, check <http://www.students.usask.ca/disability/>, or contact DSS at 966-7273 or dss@usask.ca."

(Revised August 2015)