



ONTARIO  
PHYSIOTHERAPY  
ASSOCIATION



APRIL 12, 2017

# ALL YOU NEED TO KNOW ABOUT BECOMING A CLINICAL INSTRUCTOR

OPA MENTORSHIP LUNCH AND LEARN WEBINAR

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# OBJECTIVES

1. Define common terms used across Physiotherapy Programs in Ontario related to clinical education
2. Discuss different models of clinical supervision that may be applicable to different clinical settings
3. Discuss advantages and strategies to support hosting a student for a clinical placement
4. Describe the process for offering a clinical placement in Ontario
5. Discuss how mentorship and being a clinical instructor are related
6. Discuss answers to frequently asked questions about the role of the clinical instructor

ACP

MOU

ACCE



# THE LANGUAGE OF CLINICAL EDUCATION

DCE

C.I.

CCCE



# WHAT IS CLINICAL EDUCATION?

The component of entry-to-practice curriculum, in which students gain practical experience and engage in a range of professional opportunities in various clinical settings, for the purpose of learning and applying physiotherapy knowledge, skills, behaviours and clinical reasoning.

Entry-to-Practice Physiotherapy Curriculum: A Companion Document; Clinical Education Guidelines for Canadian University Programs (2011)

# COMMON TERMS



## Clinical Placement / Internship

- A formal academic course that is associated with a physiotherapy program
  - ✓ Placements vary in length and timing depending on each physiotherapy program in Ontario

## Placement / Internship Offer

- A formal indication by a physiotherapist or a facility of being willing to host a student physiotherapist for a clinical placement during a specific time

## Student / Learner

- Individual who is enrolled in the physiotherapy program and who requires a clinical placement as part of their formal education

## Clinical Instructor (CI) / Preceptor

- Typically a physiotherapist who offers to host a clinical placement
  - ✓ Assumes legal responsibility for the physiotherapy student's actions
  - ✓ Responsible for evaluation of the student at mid term and at the end of the placement
  - ✓ Agrees to mentor and support the learning of the student during placement hours

# COMMON TERMS



## Academic Coordinator of Clinical Education (ACCE) and Director of Clinical Education (DCE)

- Staff / faculty member in a physiotherapy program who is responsible for the development and coordination of all activities related to the clinical education component of the program

## Center Coordinator of Clinical Education (CCCE)

- Some facilities have an individual who is appointed to act as a liaison between the physiotherapy program and a facility to facilitate the coordination of placements, and ensure educational philosophy and goals are mutually acceptable

## Center Coordinator

- Some facilities have an individual(s) who have expertise in clinical education, and who take on the expanded role of:
  - ✓ Responding to and supporting problems of students or clinical instructors and facilitating a mutually acceptable solution
  - ✓ Facilitating the CI in the development of their roles
  - ✓ Assistance and /or participation in the evaluation process

# COMMON TERMS



## Canadian Physiotherapy Assessment of Clinical Performance (ACP)

- The clinical evaluation tool for ALL Ontario physiotherapy programs
- Developed by Dr. Brenda Mori, U of T & based on the Canadian Essential Competency Profile for Physiotherapists (ECP)
  - ✓ Completed electronically

## Site Placement Agreement (PA)/ Memorandum of Understanding (MOU)

- The legal agreement between the clinical site and a university that outlines the responsibility of each party (i.e. liability insurance)
- Must be signed by both parties prior to a student being able to start a clinical placement at a site
  - ✓ *Note: Some larger institutions may have a MOU that covers multiple sites*



MULTI-SITE

1:1

2:1

1:2



# ADVANTAGES AND STRATEGIES FOR SUPPORTING A CLINICAL PLACEMENT

## Communication

## Job satisfaction



# According to the research...

## Benefits of supporting a student include:

### Development of:

- clinical skills to support quality and safety of patient interventions
- professional accountability & competence

### Increase:

- well being
- coping skills and reduce stress levels
- job retention & satisfaction

### Improve:

- communication
- leadership
- supportive processes within clinical teams

Dawson et al (2013)

# CIs also report benefits!



- CI activities can be included in a professional development portfolio
- Free access to Clinical Instructor workshops
- Some University PT programs provide CI access to their University library resources and /or faculty appointments
- Formal recognition
- Feedback on supervision performance
- Financial rewards
- clinical skills to support quality and safety of patient interventions
- professional accountability & competence

# Supervision/Supervisor characteristics beneficial to the clinical education process



## Professional Knowledge Skill Development

- Teach knowledge/skills as required
- Facilitated problem solving skills
- Encouraged self-directed learning
- Adjusted workload to facilitate student's growth
- Collaborative and facilitative teaching & learning strategies
- Understood students' learning needs

## Interpersonal Skills

- Clear explanations and expectations
- Encouraged student to provide feedback to supervisor
- Approachable and genuinely interested in student
- Made student feel comfortable and part of the department
- A positive attitude towards other staff and students

## Provision of Feedback

- Provided supervision as needed
- Used constructive feedback methods to address weaknesses
- Reviewed written work in timely manner
- Provided positive reinforcement for strengths

Armstrong 2004; Aviram, Ophir, Raviv, & Shiloah, 1998; Dawson 2013; Dolmans et al 2002; Dudgeon & Greenberg, 1998; Higgett, 1996; Irby, 1994; Kelly, et al., 1996; Kirk, McKayton, & Sims, 2007; Kessig, et al., 2000; Morris 2002; Schell, 1998; Stith, et al., 1998; Tickle-Degnen, 1998; Yao & Wright, 2000

MULTI-SITE

1:1

1:2



# MODELS OF SUPERVISION

1:4

Part time

2:1



# MODELS OF SUPERVISION STUDENTS : CIs

## Collaborative/peer student models

- 2 students : 1 clinician
- 3:1; 4:2; 2:2; 12:3

## Single student models

- 1 student : 1 clinician
- 1 student : 2 clinicians
- 1 student: 1 part-time clinician



## 2 CIs SUPERVISE 1 PT STUDENT

### Advantages

By sharing supervision:

1. 2 part time PTs can jointly offer a placement
2. A more senior CI can mentor a more junior CI
3. Distributes the weekly work load of supervision between 2 therapists.
4. 2nd CI covers for other CI holiday and/or illness
5. Student gains clinical experience from 2 CIs; learns different approaches & techniques

# KEY TO SUCCESS: EFFECTIVE COMMUNICATION BETWEEN CIs



CIs consult in person/email/phone, frequently - at least weekly

*How is the student doing?*







# PEER MENTORING

## 1 CI SUPERVISES 2 STUDENTS

### Benefits

1. Students engaging in peer mentoring / peer learning can improve their learning, clinical performance and clinical reasoning (compared to 1 CI : 1 student supervision model)
2. Reduces student anxiety through peer support
3. Decreases student clinical reasoning errors
4. Improves ability to manage more complex patients as a pair
5. Develop skills in team work, communication, collaboration
6. Students attempt to solve clinical questions together. If unable to solve / answer the question, then students bring the question to the Clinical Instructor for discussion

<http://www.preceptor.ca/>, Peer Coaching , Ladyshefsky



# CI's IN COLLABORATIVE MODELS

## ADVANTAGES

- Increased time for supervision
- Reduced stress for CI
- Increased time for planning/admin/other duties
- Greater knowledge of student's individual strengths and weaknesses
- Reduced student dependency
- CI develops greater interpersonal management skills
- Increased clinical productivity

## DISADVANTAGES

- Need to learn new strategies
- Need to cope with two different learning styles
- Two sets of learning contracts and evaluations
- Need to delegate caseload
- Sometimes needed by both at the same time
- Support from other staff may be required
- Need to identify a back-up

(Baldry Currens, 2003)



# STUDENTS IN COLLABORATIVE MODELS

## ADVANTAGES

- Increased clinical competence
- Mutual support and companionship
- Reduced dependency on CI
- Exposed to greater variety of experiences
- Improved collegial relationship and teamwork skills

## DISADVANTAGES

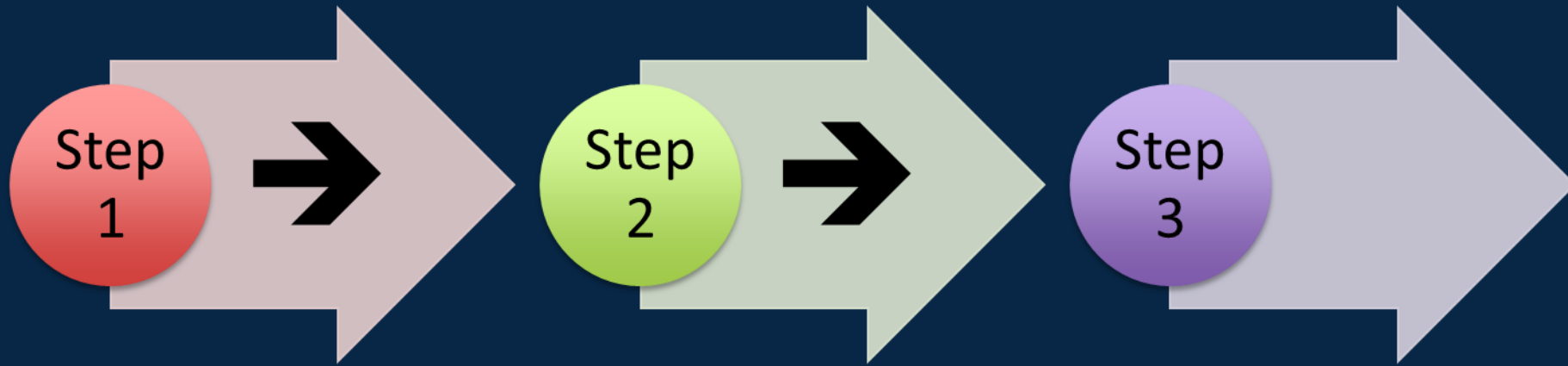
- Potential for increased stress
  - Conflict/competition/overshadowing
- May not be seen as individuals
- Sharing scarce resources
- May become dependent on other student
- May give incorrect guidance

(Baldry Currens, 2003)

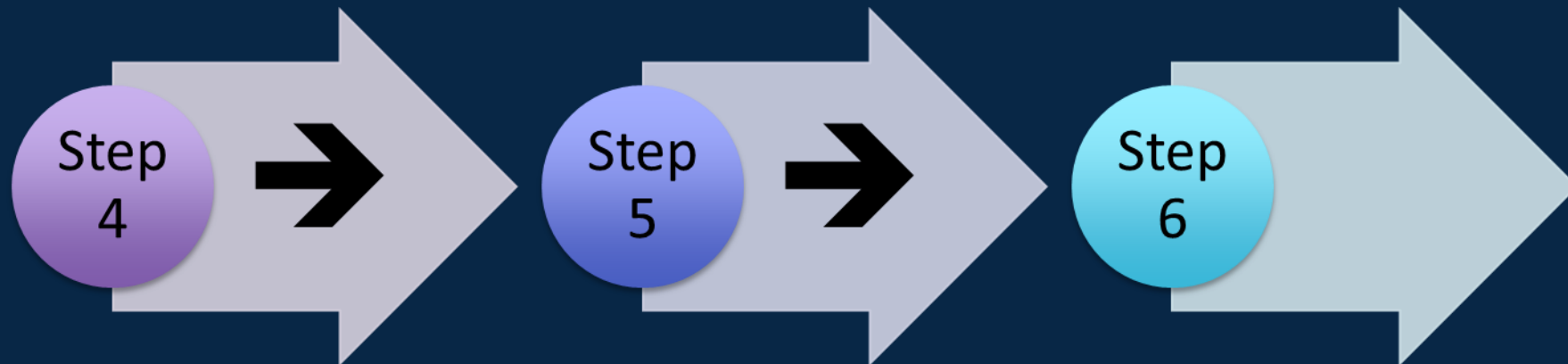


# OBTAIN PATIENT CONSENT for STUDENT INVOLVEMENT





# HOW TO OFFER A CLINICAL PLACEMENT IN ONTARIO





## PLACEMENTS – THE NUMBERS:

- In Ontario, 6 universities\* support:
  - ✓ 5 entry to practice physiotherapy programs,
  - ✓ 1 internationally educated physical therapy bridging program

\* Universities: Northern Ontario School of Medicine, Université d'Ottawa, Queen's University, University of Toronto, McMaster University, Western University



## PLACEMENTS – THE NUMBERS:

- Approx. 630 PT students per year
- > 3,000 clinical placements required each year to support clinical education needs
- Placement duration 3 – 8 weeks

University programs depend on your support to educate the future generation of our profession!

# HOW TO OFFER A PLACEMENT...



Each university has a primary geographical region that they develop and foster clinical placements in

- Examples:
- U of T – Toronto
- Queens – Kingston
- Ottawa – Ottawa
- Western – London
- McMaster – Hamilton
- Northern Ontario School of Medicine – North Western and North Eastern Ontario
- OIEPB Program – hosted by U of T - Toronto but Ontario-funded initiative

If you do not know what 'catchment' you are practicing in – please contact any program and the ACCE / DCE will assist you

A clinical placement offer is made directly to a specific university program ideally no later than 4-6 weeks in advance of the start of the placement dates

- Provides time for site agreements to be signed; students to submit placement choices

*Note – this last step is different in Northern Ontario; NOSM will contact a facility and with a request to start this process*



# TIMING OF CLINICAL PLACEMENTS



- Timing of placements are specific to each university
- Specific placements dates can be obtained by connecting with each of the PT Programs

	Ontario Internationally Educated Physical Therapy Bridging (OIEPB) Program	McMaster	Ottawa	Queens	Toronto	Western
April					Apr10- May 12 1 <sup>st</sup> Year and 2 <sup>nd</sup> year students (5weeks)	
May						
June		1 <sup>st</sup> year students: June 21 – Sept 1 (any six consecutive weeks)		1 <sup>st</sup> Years, 2 <sup>nd</sup> placement June 12 – July 21 (6 weeks)		1 <sup>st</sup> year students, 1 <sup>st</sup> placement June 5 – July 21 (any 6 wks. of 7),
July		2 <sup>nd</sup> year students: July 31 – Sept 22 (any six consecutive weeks)	2 <sup>nd</sup> Years July 17-	1 <sup>st</sup> Years, 2 <sup>nd</sup> placement July 24 – Sept 1 (6 weeks)		2 <sup>nd</sup> year students, final placement July 17 – Aug 25 (6 weeks)
August			August 30th (6.5 weeks)		2 <sup>nd</sup> year students final internship July 25- Aug 26 (5 weeks)	
September	OIEPB Clinical Internship 1: September 11 – October 6: Any area of practice					



# WHO TO CONTACT

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# MENTORSHIP

- Professional development
- Collaborative learning
- Role modelling
- Networking
- Advancement of the profession



[https://www.theselfemployed.com/start\\_ups/power-mentorship/](https://www.theselfemployed.com/start_ups/power-mentorship/)  
[https://www.google.ca/search?q=helping+hands&rls=com.microsoft:en-US:IE-Address&source=Inms&tbn=isch&sa=X&ved=0ahUKEwidiMO-vJrTAhVh64MKHXtpBvcQ\\_AUICCgB&biw=1264&bih=643#imgrc=OHU-1VnaNKtq0M:&spf=207](https://www.google.ca/search?q=helping+hands&rls=com.microsoft:en-US:IE-Address&source=Inms&tbn=isch&sa=X&ved=0ahUKEwidiMO-vJrTAhVh64MKHXtpBvcQ_AUICCgB&biw=1264&bih=643#imgrc=OHU-1VnaNKtq0M:&spf=207)



# FREQUENTLY ASKED QUESTIONS



# Q: Are there any College Standards for Supervising a Student?

A: YES!

- The College of Physiotherapists of Ontario (CPO) has a Standard for Professional Practice Supervision of Student Learners:  
[http://www.collegept.org/Assets/registrants%27guideenglish/standards\\_framework/standards\\_practice\\_guides/English\\_Supervision\\_of\\_Student\\_Learners.pdf](http://www.collegept.org/Assets/registrants%27guideenglish/standards_framework/standards_practice_guides/English_Supervision_of_Student_Learners.pdf)

This document outlines the common performance expectations for the supervision of students by a physiotherapist / physical therapist in Ontario.



## Q: Are there resources where I can develop my skills as a CI?

A: YES!

- Preceptor Education Program (free)  
<http://www.preceptor.ca/>
- Centre for Faculty Development – U of T  
<https://cfd.utoronto.ca/teaching/programs>
- Any of the ACCEs / DCEs associated with each PT Program have additional supports (emails at the end!)



## Q: Are there resources where I can develop my skills as a CI?

A: YES!

- The 1 minute Preceptor:

<https://fhs.mcmaster.ca/facdev/documents/oneminutepreceptor.pdf>

- A guide to facilitating clinical reasoning in student learners:

[http://healthsci.queensu.ca/assets/ohse/Remediation\\_Guide.GRILLE\\_ang\\_finale1er\\_sept11.pdf](http://healthsci.queensu.ca/assets/ohse/Remediation_Guide.GRILLE_ang_finale1er_sept11.pdf)



## Q: Do I have to take a student full time?

A: There are many innovative and flexible placement models. If you only work part time and /or you believe you could support a student a few days a week – please contact the host university to discuss options – these can include:

- Sharing a placement with a peer in the same facility
- Sharing a placement between 2 different, not associated clinical sites

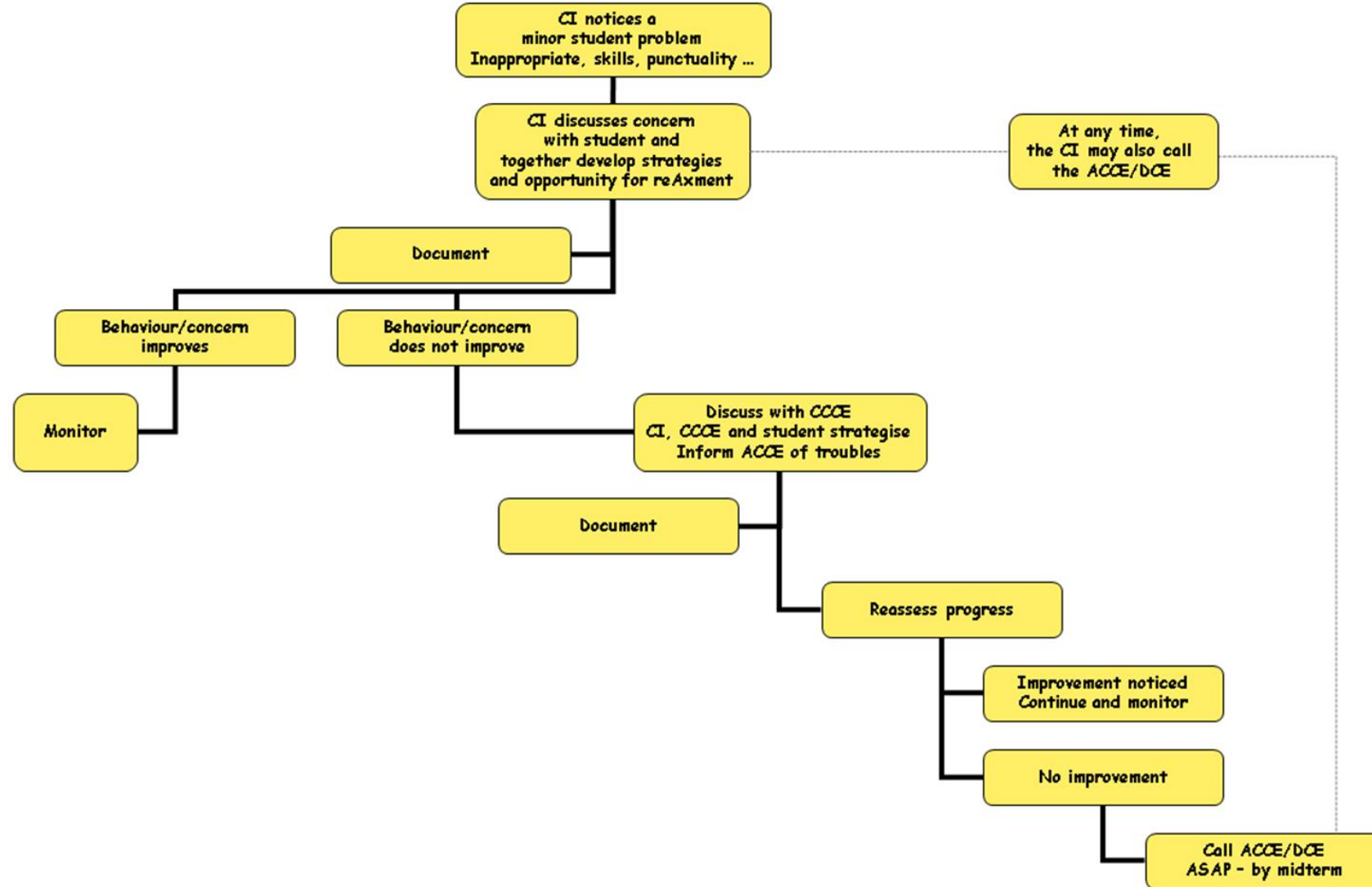




**Q: I work in a role that does not include direct patient care - can I still supervise a student?**

**A:** Please contact your host PT program to discuss what the options may be. There are a number of innovative placement models that may provide you with an opportunity to develop a student placement in your current role (i.e. Role emerging / research / administrative)

# Q: What happens if my student is struggling?



# ON BEHALF OF ALL THE PROFESSIONAL PROGRAMS....





# ANY QUESTIONS?



## GET IN TOUCH

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