

**PHYSICAL THERAPIST STUDENT
EVALUATION:**

**CLINICAL EXPERIENCE
AND
CLINICAL INSTRUCTION**

June 12, 2003

**American Physical Therapy Association
Department of Physical Therapy Education
1111 North Fairfax Street
Alexandria, Virginia 22314**

PREAMBLE

The purpose of developing this tool was in response to academic and clinical educators' requests to provide a voluntary, consistent and uniform approach for students to evaluate clinical education as well as the overall clinical experience. Questions included in this draft tool were derived from the many existing tools already in use by physical therapy programs for students to evaluate the quality of the clinical learning experience and clinical instructors (CIs), as well as academic preparation for the specific learning experience. The development of this tool was based on key assumptions for the purpose, need for, and intent of this tool. These key assumptions are described in detail below. This tool consists of two sections that can be used together or separately: Section 1-Physical therapist student assessment of the clinical experience and Section 2-Physical therapist student assessment of clinical instruction. Central to the development of this tool was an assumption that students should actively engage in their learning experiences by providing candid feedback, both formative and summative, about the learning experience and with summative feedback offered at both midterm and final evaluations. One of the benefits of completing Section 2 at midterm is to provide the CI and the student with an opportunity to modify the learning experience by making midcourse corrections.

Key Assumptions

- The tool is intended to provide the student's assessment of the quality of the clinical learning experience and the quality of clinical instruction for the specific learning experience.
- The tool allows students to objectively comment on the quality and richness of the learning experience and to provide information that would be helpful to other students, adequacy of their preparation for the specific learning experience, and effectiveness of the clinical educator(s).
- The tool is formatted in Section 2 to allow student feedback to be provided to the CI(s) at both midterm and final evaluations. This will encourage students to share their learning needs and expectations during the clinical experience, thereby allowing for program modification on the part of the CI and the student.
- Sections 1 and 2 are to be returned to the academic program for review at the conclusion of the clinical experience. Section 1 may be made available to future students to acquaint them with the learning experiences at the clinical facility. Section 2 will remain confidential and the academic program will not share this information with other students.
- The tools meet the needs of the physical therapist (PT) and physical therapist assistant (PTA) academic and clinical communities and where appropriate, distinctions are made in the tools to reflect differences in PT scope of practice and PTA scope of work.
- The student evaluation tool should not serve as the sole entity for making judgments about the quality of the clinical learning experience. This tool should be considered as part of a systematic collection of data that might include reflective student journals, self-assessments provided by clinical education sites, Center Coordinators of Clinical Education (CCCEs), and CIs based on the Guidelines for Clinical Education, ongoing communications and site visits, student performance evaluations, student planning worksheets, Clinical Site Information Form (CSIF), program outcomes, and other sources of information.

Acknowledgement

We would like to acknowledge the collaborative effort between the Clinical Education Special Interest Group (SIG) of the Education Section and APTA's Education Department in completing this project. We are especially indebted to those individuals from the Clinical Education SIG who willingly volunteered their time to develop and refine these tools. Comments and feedback provided by academic and clinical faculty, clinical educators, and students on several draft versions of this document were instrumental in

developing, shaping, and refining the tools. Our gratitude goes out to all of those individuals and groups who willingly gave their time and expertise to work toward a common voluntary PT and PTA Student Evaluation Tool of the Clinical Experience and Clinical Instruction.

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GENERAL INFORMATION AND SIGNATURES

General Information

Student Name

Academic Institution **Umass Lowell**

Name of Clinical Education Site **Baystate: Franklin Medical Center**

Address **164 High Street** City **Greenfield** State **MA**

Clinical Experience Number **2** Clinical Experience Dates **(6/6 - 8/26) 2016**

Signatures

I have reviewed information contained in this physical therapist student evaluation of the clinical education experience and of clinical instruction. I recognize that the information below is being collected to facilitate accreditation requirements for clinical instructor qualifications for students supervised in this academic program. I understand that my personal information will not be available to students in our program files.

Student Name (Provide signature)

Date 8/30/2016

Primary Clinical Instructor Name (Print name)

Date 8/30/2016

Primary Clinical Instructor Name (Provide signature)

Entry-level PT degree earned

Highest degree earned Degree area **Doctor of physical Therapy**

Years experience as a CI 4

Years experience as a clinician 7

Areas of expertise **Acute care**

Clinical Certification, specify area

APTA Credentialed CI Yes No

Other CI Credential State Yes No

Professional organization memberships **APTA** Other

Additional Clinical Instructor Name (Print name)

Date

Additional Clinical Instructor Name (Provide signature)

Entry-level PT degree earned

Highest degree earned Degree area

Years experience as a CI

Years experience as a clinician

Areas of expertise

Clinical Certification, specify area

APTA Credentialed CI Yes No

Other CI Credential State Yes No

SECTION 1: PT STUDENT ASSESSMENT OF THE CLINICAL EXPERIENCE

Information found in Section 1 may be available to program faculty and students to familiarize them with the learning experiences at this clinical facility.

- Name of Clinical Education Site **Baystate: Franklin Medical Center**
 Address **164 High Street** City **Greenfield** State **MA**
- Clinical Experience Number **2**
- Specify the number of weeks for each applicable clinical experience/rotation.

Acute Care/Inpatient Hospital Facility 12 Private Practice
 Ambulatory Care/Outpatient Rehabilitation/Sub-acute Rehabilitation
 ECF/Nursing Home/SNF School/Preschool Program
 Federal/State/County Health Wellness/Prevention/Fitness Program
 Industrial/Occupational Health Facility Other

Orientation

- Did you receive information from the clinical facility prior to your arrival? Yes **No**
Some basic questions were answered by email the week before the rotation began
- Did the on-site orientation provide you with an awareness of the information and resources that you would need for the experience? Yes No
Yes
- What else could have been provided during the orientation?
The orientation was very thorough

Patient/Client Management and the Practice Environment

For questions 7, 8, and 9, use the following 4-point rating scale:

1 = Never 2 = Rarely 3 = Occasionally 4 = Often

- During this clinical experience, describe the frequency of time spent in each of the following areas. Rate all items in the shaded columns using the above 4-point scale.

Diversity Of Case Mix	Rating	Patient Lifespan	Rating	Continuum Of Care	Rating
Musculoskeletal	<u>3</u>	0-12 years		Critical care, ICU, Acute	<u>4</u>
Neuromuscular	<u>2</u>	13-21 years		SNF/ECF/Sub-acute	
Cardiopulmonary	<u>4</u>	22-65 years	<u>3</u>	Rehabilitation	
Integumentary	<u>2</u>	over 65 years	<u>4</u>	Ambulatory/Outpatient	
Other (GI, GU, Renal, Metabolic, Endocrine)	<u>3</u>			Home Health/Hospice	
				Wellness/Fitness/Industry	

- During this clinical experience, describe the frequency of time spent in providing the following components of care from the patient/client management model of the *Guide to Physical Therapist Practice*. Rate all items in the shaded columns using the above 4-point scale.

Components Of Care	Rating	Components Of Care	Rating
Examination		Diagnosis	<u>3</u>

● Screening	4	Prognosis	4
● History taking	4	Plan of Care	3
● Systems review	4	Interventions	3
● Tests and measures	4	Outcomes Assessment	2
Evaluation	4		

9. During this experience, how frequently did staff (ie, CI, CCCE, and clinicians) maintain an environment conducive to professional practice and growth? Rate all items in the shaded columns using the 4-point scale on page 4.

Environment	Rating
Providing a helpful and supportive attitude for your role as a PT student.	4
Providing effective role models for problem solving, communication, and teamwork.	4
Demonstrating high morale and harmonious working relationships.	4
Adhering to ethical codes and legal statutes and standards (eg, Medicare, HIPAA, informed consent, APTA Code of Ethics, etc).	4
Being sensitive to individual differences (ie, race, age, ethnicity, etc).	4
Using evidence to support clinical practice.	4
Being involved in professional development (eg, degree and non-degree continuing education, in-services, journal clubs, etc).	4
Being involved in district, state, regional, and/or national professional activities.	4

10. What suggestions, relative to the items in question #9, could you offer to improve the environment for professional practice and growth?

More 1:1 discussion of patient cases, including alternate suggestions of treatment methods or brainstorming of alternate interventions.

Clinical Experience

11. Were there other students at this clinical facility during your clinical experience? (Check all that apply):

Physical therapist students **Yes, two other PT students**
 Physical therapist assistant students
 from other disciplines or service departments (Please specify)

12. Identify the ratio of students to CIs for your clinical experience:

1 student to 1 CI
 1 student to greater than 1 CI
1 CI to greater than 1 student; Describe

There were two other PT students who had begun their clinical earlier in the summer. As the summer went on they finished and I had a 1:1 student to CI ratio for the last 4 weeks.

13. How did the clinical supervision ratio in Question #12 influence your learning experience?
I felt like it took me longer to adapt to the hospital environment with other students because we treated as a team for the first several weeks. For me this limited the initial problem solving of adapting to a new environment and new equipment since there was always another student to help. I believe I would have picked up the basics of the setting more quickly if I had been working more independently initially. The ratio also impacted

the caseloads each student received, understandably resulting in less patients for each of us. I was limited to 3-4 of "My" patients until around halfway through the clinical, but once I was the only student I was treating anywhere between 10-16 daily.

14. In addition to patient/client management, what other learning experiences did you participate in during this clinical experience? (Check all that apply)

Attended in-services/educational programs

Presented an in-service

Attended special clinics

Attended team meetings/conferences/grand rounds

Directed and supervised physical therapist assistants and other support personnel
(CNAs)

Observed surgery

Participated in administrative and business practice management

Participated in collaborative treatment with other disciplines to provide patient/client care
(please specify disciplines) (RNs, OTs, SLPs, Respiratory therapists)

Participated in opportunities to provide consultation

Participated in service learning

Participated in wellness/health promotion/screening programs

Performed systematic data collection as part of an investigative study

Other; Please specify

15. Please provide any logistical suggestions for this location that may be helpful to students in the future. Include costs, names of resources, housing, food, parking, etc.

Cheap food available in the cafeteria, parking free in hospital lots with visitor sticker

Overall Summary Appraisal

16. Overall, how would you assess this clinical experience? (Check only one)

Excellent clinical learning experience; would not hesitate to recommend this clinical education site to another student.

Time well spent; would recommend this clinical education site to another student.

Some good learning experiences; student program needs further development.

Student clinical education program is not adequately developed at this time.

17. What specific qualities or skills do you believe a physical therapist student should have to function successfully at this clinical education site?

Good knowledge of body systems, pathophysiology of common diseases, and functional impact and impairments you will likely see as a result. Infection precautions, safe transfer techniques, objective measures of when to withhold therapy.

18. If, during this clinical education experience, you were exposed to content not included in your previous physical therapist academic preparation, describe those subject areas not addressed.

Managing lines, tubes, and tanks. We learned about it in an academic sense but it is very different in practice (many more tangles)

19. What suggestions would you offer to future physical therapist students to improve this clinical education experience?

Review pathology and cardiopulmonary PT. Know how to screen for and evaluate a stroke.

20. What do you believe were the strengths of your physical therapist academic preparation and/or coursework for *this clinical experience*?

Patho, Cardiopulm, Pt interventions 1

21. What curricular suggestions do you have that would have prepared you better for *this clinical experience*?

See above

SECTION 2: PT STUDENT ASSESSMENT OF CLINICAL INSTRUCTION

Information found in this section is to be shared between the student and the clinical instructor(s) at midterm and final evaluations. Additional copies of Section 2 should be made when there are multiple CIs supervising the student. Information contained in Section 2 is confidential and will not be shared by the academic program with other students.

Assessment of Clinical Instruction

22. Using the scale (1 - 5) below, rate how clinical instruction was provided during this clinical experience at both midterm and final evaluations (shaded columns).

1=*Strongly Disagree* 2=*Disagree* 3=*Neutral* 4=*Agree* 5=*Strongly Agree*

Provision of Clinical Instruction	Midterm	Final
The clinical instructor (CI) was familiar with the academic program's objectives and expectations for this experience.	5	5
The clinical education site had written objectives for this learning experience.	2	5
The clinical education site's objectives for this learning experience were clearly communicated.	4	5
There was an opportunity for student input into the objectives for this learning experience.	4	5
The CI provided constructive feedback on student performance.	4	5
The CI provided timely feedback on student performance.	5	5
The CI demonstrated skill in active listening.	5	5
The CI provided clear and concise communication.	5	5
The CI communicated in an open and non-threatening manner.	5	5
The CI taught in an interactive manner that encouraged problem solving.	5	5
There was a clear understanding to whom you were directly responsible and accountable.	5	5
The supervising CI was accessible when needed.	5	5
The CI clearly explained your student responsibilities.	5	5
The CI provided responsibilities that were within your scope of knowledge and skills.	5	5
The CI facilitated patient-therapist and therapist-student relationships.	5	5
Time was available with the CI to discuss patient/client management.	5	5
The CI served as a positive role model in physical therapy practice.	5	5
The CI skillfully used the clinical environment for planned and unplanned learning experiences.	5	5
The CI integrated knowledge of various learning styles into student clinical teaching.	5	5
The CI made the formal evaluation process constructive.	5	5
The CI encouraged the student to self-assess.	5	5

23. Was your CI'(s) evaluation of your level of performance in agreement with your self-assessment?

Midterm Evaluation Yes **No** Final Evaluation **Yes** No

24. If there were inconsistencies, how were they discussed and managed?

Midterm Evaluation **I rated myself higher than my CI, based partially on my ratings in my previous clinical. She is a hard grader**

Final Evaluation **She rated me higher than I rated myself partially because I was conservative**

25. What did your CI(s) do well to contribute to your learning?

Midterm Comments **Encouraged problem solving and plan of care progressions**

Final Comments **Allowed much more independence with the day's schedule and allowing me to delegate tasks to her so that I could focus on patient care**

26. What, if anything, could your CI(s) and/or other staff have done differently to contribute to your learning?

A larger portion of the case load earlier in the experience

Thank you for sharing and discussing candid feedback with your CI(s) so that any necessary midcourse corrections can be made to modify and further enhance your learning experience.