

**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.

Ad Hoc Group Members: Jackie Crossen-Sills, PT, MS, Nancy Erikson, PT, MS, GCS, Peggy Gleeson, PT, PhD, Deborah Ingram, PT, EdD, Corrie Odom, PT, DPT, ATC, and Karen O'Loughlin, PT, MA

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GENERAL INFORMATION AND SIGNATURES

General Information

Student Name _____

Academic Institution University of Massachusetts Lowell

Name of Clinical Education Site Boston Medical Center

Address 732 Harrison Aveune City Boston State Ma

Clinical Experience Number 1 Clinical Experience Dates 05/16/16-05/22/2016

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) 07/22/2016
Date

Primary Clinical Instructor Name (Print name) 07222016
Date

Primary Clinical Instructor Name (Provide signature)

Entry-level PT degree earned MSPT
Highest degree earned DPT Degree area DPT
Years experience as a CI 10
Years experience as a clinician30
Areas of expertise Ortho, Neuro, Substance Use
Clinical Certification, specify area Ortho, Neuro
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
Professional organization memberships APTA Other _____

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.

1. Name of Clinical Education Site Boston Medical Center
 Address 732 Harrison Ave City Boston State Ma
2. Clinical Experience Number 1
3. Specify the number of weeks for each applicable clinical experience/rotation.

<u>0</u> Acute Care/Inpatient Hospital Facility	<u>0</u> Private Practice
<u>10</u> Ambulatory Care/Outpatient	<u>0</u> Rehabilitation/Sub-acute Rehabilitation
<u>0</u> ECF/Nursing Home/SNF	<u>0</u> School/Preschool Program
<u>0</u> Federal/State/County Health	<u>0</u> Wellness/Prevention/Fitness Program <u>0</u>
Industrial/Occupational Health Facility	<u>0</u> Other _____

Orientation

4. Did you receive information from the clinical facility prior to your arrival? Yes No
5. Did the on-site orientation provide you with an awareness of the information and resources that you would need for the experience? Yes No
6. What else could have been provided during the orientation? Sit down meeting with my CI at the time of orientation to get accustomed to the setting

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

7. 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	4	0-12 years	1	Critical care, ICU, Acute	1
Neuromuscular	4	13-21 years	2	SNF/ECF/Sub-acute	1
Cardiopulmonary	3	22-65 years	4	Rehabilitation	3
Integumentary	2	over 65 years	4	Ambulatory/Outpatient	4
Other (GI, GU, Renal, Metabolic, Endocrine)	2			Home Health/Hospice	1
				Wellness/Fitness/Industry	2

8. 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	4
• Screening	4	Prognosis	4
• History taking	4	Plan of Care	4
• Systems review	4	Interventions	4
• Tests and measures	4	Outcomes Assessment	4
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? I believe that everyone in the clinic was very supportive of me. My CI was out for my first week and everyone pitched in to help me and lend a hand to help me learn. Pt were always offering their help to me. We had weekly inservices and therapists were involved in "town hall" to stay up to day on at least city wide and hospital wide changes. Since we have such a distinct population I believe that all the therapists at BMC are extremely special people for working with patients who present with a wide variety of social differences.

Clinical Experience

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

- Physical therapist students
 Physical therapist assistant students
 from other disciplines or service departments (Please specify Occupational Therapy, Co-

ops)

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 _____

13. How did the clinical supervision ratio in Question #12 influence your learning experience? _____

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
 Observed surgery
 Participated in administrative and business practice management
 Participated in collaborative treatment with other disciplines to provide patient/client care (please specify disciplines) Worked with OT for patients who were seeing both disciplines had to reach out to physicians to collaborate about patients
 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 Training in the BESST program for drug and alcohol community outreach and screening.

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. If students are coming to this site be prepared to take the commuter rail/subway. There is not parking available to students. I took the commuter rail (\$336 a month) and it was convient. The hospital is about a mile walk from back bay and tufts medical center T stops and I always walked because it's a nice walk and its always light in the summer. There is a bus available as well. I sometimes used the hubway or brought my bike and kept it in a bike cage. Use a helmet :)

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? Students NEED to be okay with the fact that this is not an athletic population. The population is primarily underserved, underrepresented, non-english speaking. With that being said, there was something extremly special about working with this population and they are so appreciative of what you do. Students need to be patient. It will be difficult to adjust to using an interpreter and dealing with the wealth of other social issues that the patient has to deal with but it is 100% worth every second. Students also need to be fully invested in the team environment. There are 20+ PTs and PTAs working in this clinic in addition to support staff and other PT/OT/PTA students. Everyone at BMC does a great job at collaboration but it is important to be adapatable and willing to change.
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. Spine (MS 3 content) was heavily seen as diagnoses. Many patients had neck or back pain. I realize we cannot have all of the courses before clinical but I think it would have been nice to add how to rule in/out lower back and neck when someone presents with shoulder or knee pain. Sometimes I would be doing an evaluation of shoulder pain and it is really a neck problem so that made the evaluation a little more difficult. My CI was also on the neuro team so I saw a lot of neuro diagnoses like stroke, MS, Parkinsons.
19. What suggestions would you offer to future physical therapist students to improve this clinical education experience? I would recommmend not getting set in the ways of evaluations the way we learn in school. Think about how to do evaluations with the least possible patient movement. I also would brush up on neurological diagnosis that we touched on -- such as strokes effecting a specific artery and where the weakness occurs. I would recommend being prepared to see a lot of tough cases but every single one is worth it.
20. What do you believe were the strengths of your physical therapist academic preparation and/or coursework for *this clinical experience*? It was very helpful to have shoulder and UE in the cirriculum before going on this affliation. It was also helpful to have neuro anatomy/physiology on this affiliation because so many patients touched on pieces from those coures.
21. What curricular suggestions do you have that would have prepared you better for *this clinical experience*? It would have been helpful to somehow have covered the spine or as i said early at least how to rule in/out specific diagnoses. It also would have been helpful to have more practice with full "mock-evaluations" We learned everything in different parts and it would have been helpful to have mock evaluations to get used to the fluidity of it.

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.	4	4
The clinical education site had written objectives for this learning experience.	3	3
The clinical education site's objectives for this learning experience were clearly communicated.	3	3
There was an opportunity for student input into the objectives for this learning experience.	4	4
The CI provided constructive feedback on student performance.	5	5
The CI provided timely feedback on student performance.	3	3
The CI demonstrated skill in active listening.	5	5
The CI provided clear and concise communication.	4	4
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.	4	4
The supervising CI was accessible when needed.	4	4
The CI clearly explained your student responsibilities.	4	4
The CI provided responsibilities that were within your scope of knowledge and skills.	5	5
The CI facilitated patient-therapist and therapist-student relationships.	4	4
Time was available with the CI to discuss patient/client management.	3	3
The CI served as a positive role model in physical therapy practice.	4	5
The CI skillfully used the clinical environment for planned and unplanned learning experiences.	4	5
The CI integrated knowledge of various learning styles into student clinical teaching.	4	4
The CI made the formal evaluation process constructive.	5	5
The CI encouraged the student to self-assess.	4	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 NA

Final Evaluation NA

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

Midterm Comments Provided feedback immediately

Final Comments Constant feedback and was able to jump into evaluations and treatment of patients on my own.

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

Midterm Comments NA

Final Comments More written guidelines and time set aside each week to go over things

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.