

**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 Preston Family Building 1<sup>st</sup> floor, 732 Harrison Ave City Boston State MA

Clinical Experience Number 2 Clinical Experience Dates June 8, 2015 - August 28, 2015

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.

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\_\_\_\_\_  
Student Name (Provide signature)

Date

\_\_\_\_\_  
Primary Clinical Instructor Name (Print name)

Date

\_\_\_\_\_  
Primary Clinical Instructor Name (Provide signature)

Entry-level PT degree earned BS  
Highest degree earned BS Degree area Physical therapy  
Years experience as a CI 0  
Years experience as a clinician 24  
Areas of expertise Orthopedics, Lymphedema  
Clinical Certification, specify area Lymphedema  
APTA Credentialed CI Yes No  
Other CI Credential \_\_\_\_\_ State Yes No  
Professional organization memberships APTA Other

Danielle Pastore DPT

\_\_\_\_\_  
Additional Clinical Instructor Name (Print name)

Date

8/30/15

\_\_\_\_\_  
Additional Clinical Instructor Name (Provide signature)

Entry-level PT degree earned DPT  
Highest degree earned DPT Degree area Physical Therapy  
Years experience as a CI 0  
Years experience as a clinician 3  
Areas of expertise Orthopedics  
Clinical Certification, specify area Institute of orthopedic manual therapy - will finish the second course in December  
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 Preston Family Building 1st floor, 732 Harrison Ave City Boston  
 State MA
2. Clinical Experience Number 2
3. Specify the number of weeks for each applicable clinical experience/rotation.  

<input type="checkbox"/> Acute Care/Inpatient Hospital Facility	<input type="checkbox"/> Private Practice
<input checked="" type="checkbox"/> Ambulatory Care/Outpatient	<input type="checkbox"/> Rehabilitation/Sub-acute Rehabilitation
<input type="checkbox"/> ECF/Nursing Home/SNF	<input type="checkbox"/> School/Preschool Program
<input type="checkbox"/> Federal/State/County Health	<input type="checkbox"/> Wellness/Prevention/Fitness Program
<input type="checkbox"/> Industrial/Occupational Health Facility	<input type="checkbox"/> 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? n/a

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

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	
• Screening		Prognosis	
• History taking		Plan of Care	
• Systems review		Interventions	
• Tests and measures		Outcomes Assessment	
Evaluation			

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

10. What suggestions, relative to the items in question #9, could you offer to improve the environment for professional practice and growth? Increase use of evidence and understanding of statistics; ie. MCD / MCIDs.

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 Northeastern co-ops, undergraduate health majors other than PT)

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? I was granted time to review the skills that I most wanted/needed to improve on. The clinic is very fast paced and can be overwhelming, even for the PTs. For the first half of my clinical I had 1 CI. For the second half another PT asked to work with me because she was getting her first student in a few months. For the second half of my clinical I had 2 CIs. I preferred having 2 CIs because their styles were completely different and I felt like I was better matched with the second CI.
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) Neuro, OT, Inpatient, Aquatics
  - 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. My hours were different each day, which made commuting a little complicated. For the later shifts I considered driving in and paying for parking at a nearby garage, but it would be too much money for only a couple of shifts. I chose to drive to the train and get off at the back bay station. There are buses from there you can take. I preferred to walk. It is a little less than a mile to BMC. Boston Medical Center has a lot of cafes on campus and plenty of sandwich shops nearby for lunch. BMC also provides you with a campus map, location of bus stops, and more info about transportation.

#### 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? You need good time management and adaptability. 30% of BMCs patient's primary language is not english. Many patient's only speak Spanish, or Haitian Creole. I have used interpereters in person and on the phone while treating patients. It is very fast paced. The patients are all very diverse. You may need to explain things differently to get the best level of understanding.
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. spanish medical terminology
19. What suggestions would you offer to future physical therapist students to improve this clinical education experience? Review your notes a little each day. Make evaluation guide sheets to use for each joint.

20. What do you believe were the strengths of your physical therapist academic preparation and/or coursework for *this clinical experience*? Hands on therapeutic interventions
21. What curricular suggestions do you have that would have prepared you better for *this clinical experience*? spanish medical terminology, more time spent on special tests and goniometry for the upper and lower extremity.



## 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.		
The clinical education site had written objectives for this learning experience.		
The clinical education site's objectives for this learning experience were clearly communicated.		
There was an opportunity for student input into the objectives for this learning experience.		
The CI provided constructive feedback on student performance.		
The CI provided timely feedback on student performance.		
The CI demonstrated skill in active listening.		
The CI provided clear and concise communication.		
The CI communicated in an open and non-threatening manner.		
The CI taught in an interactive manner that encouraged problem solving.		
There was a clear understanding to whom you were directly responsible and accountable.		
The supervising CI was accessible when needed.		
The CI clearly explained your student responsibilities.		
The CI provided responsibilities that were within your scope of knowledge and skills.		
The CI facilitated patient-therapist and therapist-student relationships.		
Time was available with the CI to discuss patient/client management.		
The CI served as a positive role model in physical therapy practice.		
The CI skillfully used the clinical environment for planned and unplanned learning experiences.		

The CI integrated knowledge of various learning styles into student clinical teaching.		
The CI made the formal evaluation process constructive.		
The CI encouraged the student to self-assess.		

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 briefly discussed 3 weeks after midterm

Final Evaluation Shana stated she finished her final, but it was never reviewed.

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

Midterm Comments Shana explained doumentation and the proper location of each piece of information.

Final Comments Danielle took time each day to give me tips and go over something new with me each day I worked with her. She was wonderful to work with. Shana taught me manual lymph drainage techniques that I was able to implement with patients.

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

Midterm Comments I wish Shana would have reviewed patient's with me in advance and was more available for questions.

Final Comments Danielle was really good at organizing which patient's I would be working with, so I could prepare. With Shana's patients I prepared for all of them.

**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.**