

## GUIDE FOR SUPERVISORS OF STUDENTS ON INTRODUCTION TO PRACTICE (“SHADOW”) PLACEMENTS

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Thank you for contributing to the education of the next generation of physiotherapists by providing an “*Introduction to Practice*” (*shadowing*) learning experience for one or more students. These guidelines are intended to provide you with background information for this learning experience. Please review this information and feel free to contact Sue Murphy, Associate Head of Clinical Education, if you have any questions or concerns. Feedback or suggestions for future “*Introduction to Practice*” placements is also very much appreciated.

### Prior to the experience

Students should be in contact with the site by email to introduce themselves and determine details such as dress code, start time and where to meet on the first day.

### Dates and Times

**Dates:** Group 1: October 8 – October 29, 2014  
Group 2: November 5 – November 26, 2014

**Times:** Approximately 0800-1200 however this will vary at each site.  
***Students must be allowed sufficient travel time in order to return to UBC for class at 1300 hours***

*Please note that students have only been in the MPT Program since the first week of September, therefore clinical knowledge is limited.*

### Objectives for this experience

- To facilitate the transition from the academic to the clinical setting on the students’ first clinical placement (Spring 2015)
- To gain familiarity with the practice environment in an acute care/in-patient or other physiotherapy setting
- To provide an opportunity to practice basic clinical and professional skills

### Structure for the experience

This will vary somewhat with each site; usually the student will be assigned to one or more supervisors and shadow them as they work. Students may rotate between areas/supervisors or may stay in one area; however as broad an experience as possible is appreciated. If you feel comfortable with the student’s abilities you may offer them the opportunity to assist with client treatment but this is not an expectation. Independent treatment of clients is not normally appropriate at this stage.

## **Expectations of Students**

Students are expected to demonstrate/practice the following during this learning experience:

- Professionalism, for example:
  - Punctuality
  - Dress code
  - Responsibility
  - Receptivity to suggestions or feedback
  - Adherence to code of ethics
  - Adherence to scope of practice
  
- Self-direction as a learner, for example:
  - Asking questions
  - Seeking out information independently
  - Planning own learning experience within realities of placement site
  
- Practice basic clinical skills
  - Infection control
  - Ensuring confidentiality of patient information/data
  - Obtaining informed consent
  
- Professional and appropriate communication
  - Clients
  - Families
  - Clinical supervisors
  - Health care team members

## **Student Assignments**

During the placement students are required to complete two activities assigned by the department: a Checklist and a Case Study.

### Checklist

The purpose of the checklist is to assist the student to reflect on theoretical content which has been taught and to see its application in practice. (A sample checklist is located on the last page of these guidelines for your information). Students may ask for guidance as to appropriate areas to explore to complete these observations.

### Case Study

The purpose of the case study is to allow the students to practice communication, interviewing, and documentation skills as well as how to extract relevant information from the client's record. Students are asked to identify a suitable client (they may ask for guidance with this) and then review the health record, interview the client, and synthesize the findings from both these sources to create functional physiotherapy goals for this client. Their case study should include:

- Current and past health history
- Social History
- Current medications which are relevant to physiotherapy treatment
- Relevant test results (e.g., lab, medical imaging)
- Physiotherapy goals for this client at this point in time

As this is the first time students have conducted a patient interview in a clinical setting, guidance in the selection of appropriate patients (i.e., those without major behavioral problems, confusion, or cognitive deficits, and who are able to cooperate with providing a history) would be appreciated.

### **Evaluation**

There is no formal evaluation of the student by the clinical supervisor in this placement. However, it is expected that the supervisors meet briefly with the students at the end of the four weeks to provide the student with general feedback. This feedback should be linked to the expectations outlined above and may also be geared to what the student may wish to work on further during their first placement. Observed strengths and weaknesses should be addressed.

If you have questions at any time please do not hesitate to contact the AHCE:

Sue Murphy  
Tel: 604-822-7413  
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**THANK YOU for participating in this learning experience!**

**SAMPLE FACILITY ACTIVITY CHECKLIST FOR SHADOW  
PLACEMENTS**

*During your introductory “shadow” placement, watch for examples of the following topics and complete the following checklist.*

Activity/Topic	Describe what was observed	Questions/
Code of Ethics		
Standards of Practice		
Informed consent		
Confidentiality		
Documentation <i>(state what type of documentation site uses)</i>		
Workload measurement		
Infection control		
Use of physiotherapy assistants		
Emergency procedures (e.g., codes)		
Use of evidence-based practice		
Use of outcome measures		