

**MODULE 14**

UBC a place of mind THE UNIVERSITY OF BRITISH COLUMBIA  
Department of Physical Therapy  
Faculty of Medicine



## T-Res Overview: The Student's Clinical Log

Excellence in Clinical Education & Learning

**excel** UBCPT

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### What is T-Res?



- T-Res stands for "Tracking by Resilience." Resilience is the name of the software company.
- It is a web- and mobile device-based app for tracking clinical learning experiences
- The UBC Department of Physical Therapy was the first health profession other than medicine to use the system
  - A version of T-Res was developed for use by UBC Physical Therapy students in 2011
- Students record all aspects of their clinical placement on the system.

This is a screen shot from a smartphone/Android device

[Click here to see what the web version looks like](#)

## Web screenshot (Slide Layer)

The screenshot shows the 'Enter New Activity' form in the T-RES system. At the top, there are navigation tabs for Home, Activities, Reports, Mobile Apps, and Help. Below the title, there are three buttons: Save, Save and New, and Save and Duplicate. The form is divided into several sections: 'Activity Type' with a dropdown menu set to 'Patient Care'; 'Date, Location, Role' with fields for Date (29 May 2015), Role, and Setting; and 'Patient Interaction' with dropdowns for Patient Age Group, Physical Exam / Assessment, Treatment Response, Diagnoses, Treatment Type, and Student Encounter #. There is also a checkbox for 'Patient Discharged' and a 'Clinical Reasoning' field.

## What You Need to Know



- Logging of their clinical activities and reflections is a requirement for our MPT students' coursework
- Students are asked to speak to their Clinical Educator (CE) at the start of the placement and give a short explanation (and demonstration if you like!) of T-Res and how it is used in the MPT Program
- If a CE or unit/site does not wish to have a student recording their T-Res data during treatment/work time, please make them aware. (It is understood, however, that students should have the opportunity to log onto T-Res and input information during their breaks if they wish.)

## Confidentiality

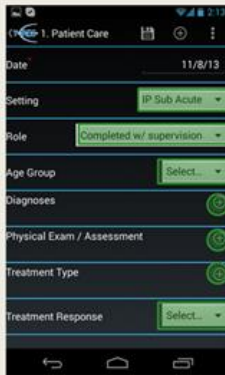
- The system uses a secure server
- No identifying patient data is recorded in the system
- When identifying patients in the system, students must use a standardized format set by the department

**CONFIDENTIAL**

## Students Log Five Activity Types



### 1. Patient Care



To view the categories:

In the next three slides, hover over any **drop-down** or **@ symbol** and click when the hand appears.

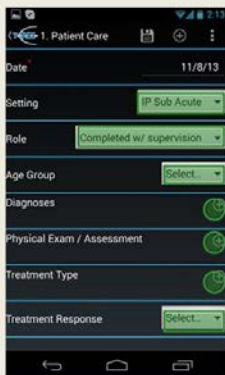
Give it a try now!

## Setting (Slide Layer)



## Students Log Five Activity Types

### 1. Patient Care



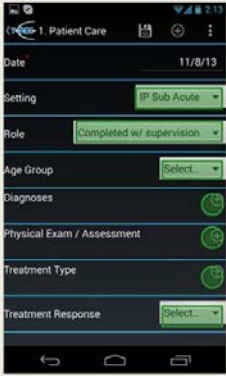
- CDC
- Forensic Psych
- Home Health/Community
- IP Acute
- IP Rehab
- IP Sub Acute
- OP Private
- OP Public
- Other
- Residential/Long-term Care

## Role (Slide Layer)



### Students Log Five Activity Types

**1. Patient Care**




Completed w/ assistance  
Completed w/ supervision  
Independent  
Observed  
Participated

## Age (Slide Layer)



### Students Log Five Activity Types

**1. Patient Care**



Neonate  
Infant (0-3)  
Child (4-12)  
Adolescent (13-19)  
Adult (20-65)  
Senior (>65)

## Diagnoses (Slide Layer)



### Students Log Five Activity Types

#### 1. Patient Care

CR  
MSK  
Multisystem/General  
Neuro

Students can choose up to 10 diagnoses found within the categories above.

## Exam/Assessment (Slide Layer)



### Students Log Five Activity Types

#### 1. Patient Care

CR  
MSK  
Neuro  
Integumentary Assessments  
Review Lab Test  
Review Medications

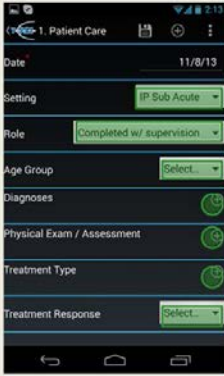
Students can choose up to 10 diagnoses found within the categories above.

## Treatment Type (Slide Layer)



**Students Log Five Activity Types**

**1. Patient Care**



**CR**  
**MSK**  
**Multisystem/General**  
**Neuro**

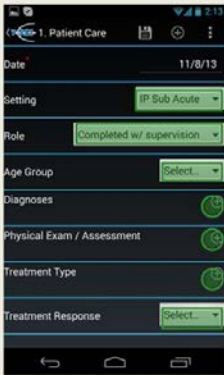
Students can choose up to 10 diagnoses found within the categories above.

## Treatment Response (Slide Layer)



**Students Log Five Activity Types**

**1. Patient Care**



**Effective**  
**Ineffective**  
**Ongoing**

## 2. Interprofessional



## Role (Slide Layer)

## 2. Interprofessional



- Attended
- Observed
- Participated
- Presented/Led

## Activity (Slide Layer)



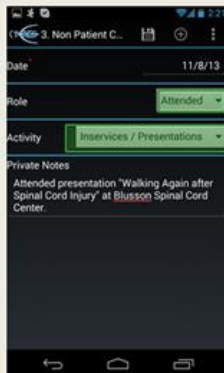
### 2. Interprofessional



- Case Study
- Meetings
- Rounds
- Shadowing
- Treatment Planning w/IP Professionals



### 3. Non-patient Care






## Role (Slide Layer)

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3. Non-patient Care



Date 11/8/13

Role Attended

Activity Inservices / Presentations


Private Notes  
Attended presentation "Walking Again after Spinal Cord Injury" at Blusson Spinal Cord Center.

- Attended
- Led
- Observed
- Presented

## Activity (Slide Layer)

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3. Non-patient Care



Date 11/8/13

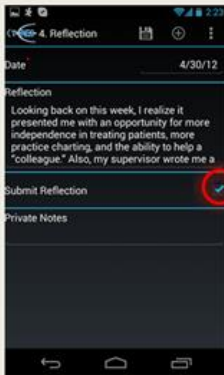
Role Attended

Activity Inservices / Presentations

Private Notes  
Attended presentation "Walking Again after Spinal Cord Injury" at Blusson Spinal Cord Center.

- Inservices/Presentations
- PA&C/PT&C Activities
- PR Marketing
- Staff Meetings

#### 4. Reflections



Students use this section to record reflections on their clinical experience – thoughts, questions, study notes, or whatever else will assist in their learning or personal development during the placement.

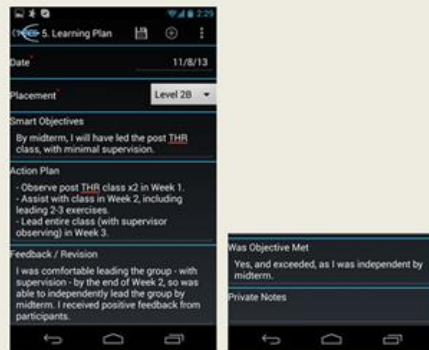
Students are required to submit at least one reflection per week to UBC for review while on placement.

#### 5. Learning Plan

Students use the *Learning Plan* to help identify learning needs, and to record progress in meeting these needs. They must record plans for each placement.

Your student will likely bring up a learning plan for your placement on their phone or laptop and ask you to assist in coming up with an action plan to accomplish their objectives.

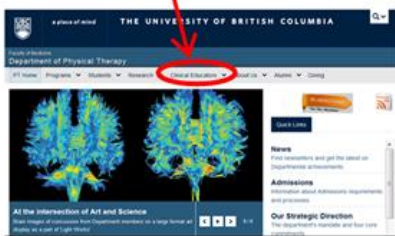
Students are encouraged to review and update this section regularly, at minimum at the beginning, midterm and end of the placement to see if objective were met.



## ADDITIONAL RESOURCES

This module is intended as a quick reference. For the most current and information about program specifics please see our [UBC PT Clinical Education Manual](#).

Visit [www.pt.med.ubc.ca](http://www.pt.med.ubc.ca).  
Our website has a Clin Ed tab on the front page!



Resources we recommend:

[T-Res website](#)

For a multitude of other great resources, please visit our [Clin Ed Placement Resources page](#) on the UBC PT website.

# MODULES IN THE EXCEL SERIES

- Module 1: **Introduction to the UBC Master of Physical Therapy (MPT) Program**
- Module 2: **The Role and Importance of Clinical Education**
- Module 3: **Developing Learning Objectives**
- Module 4: **Planning and Facilitating the Learning Experience**
- Module 5: **Adult Learning Styles**
- Module 6: **Your Student's First Day: Orientation**
- Module 7: **Providing Feedback**
- Module 8: **The Evaluation Process**
- Module 9: **The "Perfect Preceptor"**
- Module 10: **Supporting a Student in Difficulty**
- Module 11: **Providing Challenge for an Exceptional Student**
- Module 12: **Placement and Supervision Models**
- Module 13: **The Hidden Curriculum**
- Module 14: **T-Res Overview: The Students' Clinical Log**



Click on the EXCEL logo above to go to the EXCEL Modules homepage, where you will find links to all of the modules in our series.

## Questions?? Suggestions?

If you have any questions about this module or suggestions for future modules [please contact us!](#)

You are welcome to use and share these modules. If you would like to link to them, [please email your request](#), as we would appreciate knowing what purpose they will be used for. This will help us in future module development.

These modules were conceived and produced by **Carolyn Andersson** (Clinical Education Officer), with the assistance of **Sue Murphy** (Associate Head, Clinical Education).

Invaluable professional services and assistance provided by the MedIT team (Faculty of Medicine) at UBC.



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Do you have a few minutes to complete a short (we promise!) survey about this module?

Your feedback is **VERY** important to us!

[Go to survey](#)

[Click to exit module](#)

July 2015