ON THE ROAD AGAIN...

Part of Sue’s job as Academic Coordinator for Clinical Education involves putting in some air miles - for academic reasons, or on behalf of Clinical Education in the department. By the end of this summer Sue will have traversed Canada not once, but twice! She attended/presented an academic poster at the CCME Conference in Newfoundland in May, and will be heading back to “the Rock” for Congress at the end of July!

Sue has also been travelling to various health authorities and connecting with our Clinical Educators in private and public practice, either on site visits or to present a Clinical Educator Workshop. She is getting to know the West Coast very well! Last year, among other places, she headed off to Prince George and Parksville. This year it’s Whitehorse, Bella Coola and Nanaimo, for starters!

A new way we are keeping in touch is via Facebook. Although Sue and Carolyn didn’t know anything about “posting on walls,” Melissa is very much in the know, and has expertly set up a Facebook page for UBC PT Clinical Education! Become our friend and you can get updates on events, participate in discussions, and more!

You’ll find us in Facebook as:

UBC PT Clinical Education

Happy summer!

Contact Us...

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Comments? Want to be added to our mailing list? Email: Carolyn Andersson

Student Placement Update

At a recent UBC PT Faculty Meeting it was passed that starting with the next cohort of students (September 2010) “Normally, a minimum of three out of six clinical placements will take place Out-of-Town” – which means that the current “two Out-of-Town” placements requirement is being increased to three.

There are several reasons for this change. As UBC is currently the only PT program in BC, it is important that students experience the profession in both urban and rural environments throughout the province. In addition, many of our clinical partners in areas outside the Lower Mainland have expressed disappointment that their current offers are not always fully utilized. We also recognize that recruitment is a big issue throughout the province, particularly in some of the smaller, more rural locations. By providing additional exposure to these centres during the program, it is hoped that we can support both rural and more urban centres with their recruitment needs. However, those in the Lower Mainland should not be worried - we will still be placing at least 240 students with you each year!

PABC

The PABC Practice Forum took place on April 17. Sue attended the whole day, and Carolyn and Melissa took turns meeting and greeting at the UBC Clin Ed table. Nice to meet so many of you there!

Oh, and we are delighted to announce that our poster (below) about the Student-led Clinic won first prize in the poster session!

A Partnership: The Student Physiotherapy Outpatient Clinic at Royal Columbian Hospital

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Melissa’s FAQ corner...

I have a copy of the CPI and so does my student. Do I have to submit them both?

Only the supervisor copy of the CPI (Clinical Practice Instrument) must be submitted to UBC (in addition to the other forms given in your package). Students have been asked to track their progress on their own CPI. Your student should have his/her CPI filled out when you meet for the midterm and final evaluations. If the student’s responses are vastly different from your own or if the student does not agree with your assessment, please note his/her comments on your copy of the CPI to be submitted.

APT A workshop @ UBC

Our department was pleased to play host to a two-day APTA Credentialed Clinical Instructor Program workshop in May. We had a great turnout of 32 participants. Brenda Mori (University of Toronto) was the facilitator, and led everyone through a full day of information and interactive group work. We hope that people left with new insight and ideas to assist in their role as a Clinical Educator. This workshop was voluntary, but based on feedback, it was well worth taking!

Here’s a sample:

“I thoroughly enjoyed it, learned lots and am even more enthused than ever about taking students! There were so many great ideas and strategies that will help with the placements. It was just brilliant.”

Chiara Singh works in the Rehabilitation Services Department - Physiotherapy at Surrey Memorial Hospital as a Clinical Supervisor (Mat/Child/Youth and Surgical Program) (wow - that’s a mouthful!). She also wears the hat of FHA liaison for us here in Clinical Education at UBC. In that role she provides valuable assistance in expanding the role of ClinEd within Fraser Health. Chiara also leads some of our workshops in the region and is a wonderful advocate for Clinical Education in both public and private sectors. We are happy to have her as part of our team!

• You are both a Clinical Educator and an FHA liaison. Tell us a bit about your “dual role...”

I have always loved taking students as a clinician but around a year ago I had the opportunity to do some more work with UBC. I am essentially looking at how to increase capacity for students in the Fraser Health area (in private and public practice) and how to support Clinical Educators in this area. This role has included doing inservices about UBC Clinical Education, surveying private practitioners to look at barriers and benefits to taking students, as well as teaching the Clinical Educators workshops.

• How does participating in a Clinical Educator Workshop benefit a PT interested in taking students (or a PT who has taken students in the past)?

I think it is essential to prepare you for taking a student. You get a really good overview of the current MPT program at UBC (which is important even if you have taken students in the past) and you get to actually work on how you would structure your placement so you are prepared for taking a student. You also get the opportunity to work through real-life scenarios that may come up on the placement. The feedback we get from the workshop is that most people who take the workshop go from feeling not prepared at all to take a student to feeling very prepared.

• Why did you become a Clinical Educator?

I felt it was my responsibility as someone who had learned from Clinical Educators to become one myself. I also feel that being a Clinical Educator ensures that you will continue to learn and push yourself as a physiotherapist instead of just staying at one level or becoming complacent in your role.

• What do you enjoy about hosting a learning experience for a student?

I enjoy the challenge of questioning my practice and explaining why I do what I do. It validates my practice and makes me feel energized about physiotherapy.

• What are some of the challenges you have encountered?

Not having enough time to cover everything you want to cover is always a challenge. Also, sometimes your objectives for a placement do not match with the student’s but I find if you discuss this early in the placement you usually can come to some shared objectives.

• What is one tip you would pass on to other PTs who are thinking of having a student for the first time?

Start early! In my opinion, the best time to start taking students is early on in your career as it is easy for you to put your own CPI and so does my student. Do I have to submit them both?

Only the supervisor copy of the CPI (Clinical Practice Instrument) must be submitted to UBC (in addition to the other forms given in your package). Students have been asked to track their progress on their own CPI. Your student should have his/her CPI filled out when you meet for the midterm and final evaluations. If the student’s responses are vastly different from your own or if the student does not agree with your assessment, please note his/her comments on your copy of the CPI to be submitted.

APT A forms

It was suggested by several of the PTs who attended APTA Credentialed Clinical Instructor Workshop (see below) that distributing a few of the forms (with APTA’s permission of course!) to our Clinical Educators might make a welcome addition to their “toolbox.” One of the forms - the Anecdotal Record - is particularly useful for tracking behaviours and remedial actions for students who have exhibited learning/performance issues. The form should be reviewed and signed by both the student and the Clinical Educator to ensure clarity of process and to open the dialogue of the problem behaviour/performance. The completed form can also be used as a performance tracking method for completion of the CPI.

P.S. These forms are now available to download from our Clinical Education info page.

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