



Level 3 MPT Placements – some tips and reminders

Thank you for your support of clinical education and for providing Master of Physical Therapy (MPT) students with opportunities to learn in this novel health care environment. Here are some tips to make clinical placements meaningful as students approach entry-to-practice.

Setting the foundation for a supportive and safe learning environment

We encourage students and clinical educators (CE) to find time to meet at the beginning of placement and discuss:

- Site and CE expectations: Set clear expectations and ensure clarity regarding roles and responsibilities within the practice and site context
- Feedback and formative assessments: Review preferences around giving and receiving feedback
- Learning styles: Discuss learning styles, recognizing that each individual has their preferred learning / teaching style and adapting may be difficult under stress but can be learned with support
- Learning objectives: Ensure appropriate learning objectives for the context of the practice setting while promoting entry-to-practice competencies- see below
- COVID-19: Review guidelines specific to your practice site to ensure the student understands the guidelines fully as they apply to students and to patients; all MPT students have completed pre-placement COVID-19 modules which include infection control and prevention, donning / doffing PPE, hand-washing, and self-screening measures. Students should also practice the protocols associated with screening patients.

Learning Objectives

Learning objectives should be developed and agreed upon between the student and CE. Students will identify their learning needs based on areas of improvement identified on previous placements, gaps in their clinical placement experiences to-date and continued development of entry-to-practice competencies. The students are encouraged to consider a multi-system approach in the assessment and management of all patient populations; integrating skills and knowledge within cardio-respiratory, musculoskeletal and neuromuscular systems. They are encouraged to articulate and 'think out loud' to facilitate their clinical reasoning. Their learning objectives can reinforce this approach to clinical reasoning. Further tips related to setting learning objectives include:

- SMART elements should be articulated and accompanied by a lesson plan
- Level 3 learning objectives should reflect nearing entry-to-practice level of clinical skills, clinical reasoning, independence, responsibility, autonomy, professionalism, caseload and complexity

Please complete the ACPE demographic form at the final assessment to reflect the patient demographics from this multi-system approach to clinical reasoning, as opposed to a focus on primary diagnosis only



Learning objectives identified by MPT students in preparation for 3A/3B:

MPT students were surveyed to identify learning objectives in preparation of their level 3 placements within the current practice context. The following are examples of learning objectives identified by students:

- By the end of my placement, I will be able to formulate an appropriate problem list and treatment plan with minimal to no guidance from the clinical instructor, and discuss physiotherapy goals with the client based on the assessment findings.
- By graduation, I will be comfortable with the utilization of IPPA and ambulation in the ICU, and will be able to recognize relevant precautions and contraindications.
- Within 1 week of starting placement, I will conduct a thorough subjective and objective assessment of a patient with an MSK condition independently within a 20-minute timeframe.
- By mid-term, I will demonstrate critical thinking skills in order to interpret assessment data to formulate an appropriate physical therapy diagnosis/prognosis and to form an individualized treatment plan.
- Within 1 week of starting placement, I will be able to educate a client regarding their condition and provide research supported evidence for their treatment plan.
- By mid-term, I will effectively and efficiently educate clients on their respective condition(s) and conduct treatments without hands-on techniques (i.e., via in-person or tele-health care).
- By the end of my placement, I will complete a joint assessment (including manual muscle testing, goniometry, muscle length testing and special tests) to develop a physiotherapy diagnosis and treatment plan with minimal to no guidance from the clinical instructor.

Thank you for your mentorship of MPT students and future colleagues. Please reach out to pt.educators@ubc.ca with any questions or concerns.

For more teaching resources, see [Resources for Clinical Sites and Educators](https://physicaltherapy.med.ubc.ca/) on the Department website:
<https://physicaltherapy.med.ubc.ca/>