

Ohio Kentucky Consortium of Physical Therapy Programs for Clinical Education

2016 Academic-Clinical Partnership Workshop

CI-CCCE Perspectives: Tips for Mentoring the Early Learner

Ideas to cater to students who are in a later clinical but early learning in a particular environment

- Setting weekly goals, expectations, and providing plenty of feedback.
- Have them observe with a variety of clinicians to learn communication styles that might best fit the student.
- Cater feedback to how they respond to prior feedback.
- Accommodate the student's learning style and introduce need for student to be more flexible.

Resources to mentor the early learner

- Weekly planning forms (student form and CI Form) using CPI terminology.
- Give objectives from the onset of clinical.
- Break down goals week by week.
- Provide students with tip sheets (i.e. lab values, line management, etc.)
- Providing an algorithm to help decide what to do in acute care and how to determine discharge planning.
- Pre-clinical packets/binders with objectives as well as specific documents student may have to use.
- Break down the skills into smaller steps and equipment used.
- Share ways that you have learned through mistakes in an activity

Topics to cover in orientation that may foster efficiency in teaching the early learner

- Keep it simple; put their minds at ease.
- Ensure that student knows they have freedom to explore their own learning needs.
- Acknowledge that the CI learns from the student as well.
- Determine learning style
- Binder/packet including:
 - Weekly expectations
 - Documentation
 - Various nuances about the facility/procedures
 - Pocket guide for students to make daily process more efficient
 - Clinic expectations on etiquette, dress, behavior
 - Tips for best customer service.

Strategies to structure the day to stay efficient with the early learner (when a full caseload is not the expectation)

- When student is observing have the student write the note and then have the CI document while the student takes a patient to give them an example of a good note.
- Use the first week for student to spend more time observing CI to get used to CI treatment and teaching style.
- Have students familiarize themselves with the site's patient education materials.
- Split tasks (i.e. have student do goniometry on right extremity and CI on left)
- Challenge student to improve their time on a daily basis with regard to chart review, exercise prescription, documentation.
- Be strategic about how many patients to give a student and how often they see patients.
- Provide additional learning opportunities with other clinicians.

Ideas to question or challenge the student differently when they are on a first clinical compared to last clinical

- Use less complex questioning
- Encourage more studying and facilitatory learning
- Timing of feedback is critical in early learners – provide it as soon as possible!
 - Do not provide feedback in front of the patient initially
- Allow for mistakes within reason of safety.
- Have them shadow other clinicians and professions to gain new perspectives and appreciate other facets of patient care.
- Independent research assignments/projects
- Answer questions with questions to encourage problem solving

Tips to encourage student self-assessment and how to utilize this information

- Encourage errors within reason of safety
- Discuss disconnects
- Practice skills on CI and CCCE
- Weekly planning form
- Sticky note method:
 - Have student write down 2 things they did well
 - Have student write down 2 things that they could improve upon
- Verbal self reflection after patient encounter
 - "How do you feel that went? What went well? What could have been done better?"

What do you need from your academic partners of the OHKY Consortium to assist through the challenges you face mentoring the early learner?

- Patient survey for student performance
- Educate students on levels of respect
 - Especially for interaction of students and younger clinicians (not equals)
- Educate students that parents should not communicate with clinic sites
- Provide clinic site with information on "non-traditional" or "second career" students to aid in better matching with older students and clinicians.