

COLLABORATIVE MODEL OF CLINICAL EDUCATION

In collaborative models of clinical education, more than one student is assigned to one clinical instructor. Students may be from the same program or from different programs. This model of clinical education provides students with sound learning experiences and provides some unique opportunities for learning. The following provides a very brief introduction to collaborative models.

Philosophy/Concepts

- Collaborative or cooperative model vs individualistic model
- Increases independence of students
- Enhances students' problem solving and collaborative skills (real life...)
- Promotes efficient and effective use of resources
 - May increase recruitment potential for site

Recommendations for CI

- Assess each student's readiness to learn individually
- Communicate expectations clearly to the students
- Be ready to "let go" of patient care when students are ready
 - CI generally is not treating patients; ideally CI will have few other extra responsibilities other than supervising the students
- Have 1:1 time with each student daily
 - Especially important to talk with each student individually during orientation about their goals
- Have regular debriefing times planned with both students together
- Schedule times for mid-term and final CPI review when the internship starts (individual meetings with each student)
- Use a variety of teaching/learning strategies
- Have plan for learning activities that don't demand 1:1 observation of CI (observation, documentation, chart review, etc)
- Have back up plan if CI is absent
- In the first few weeks, it is easiest to work with students as a team (orientation, observation, etc)
- Using this model, CIs overall productivity may increase with advanced students
- Don't expect problems – having 2 students is NOT twice the work of having 1
- Be sure to be tuned in to each student's individual performance
- To facilitate completing 2 CPIs, document performance on a weekly basis

Student Perspective

- Students support each other which decreases students' anxiety
- Students may be able to answer each other's basic questions freeing the CI to address higher level, more complex questions
- Provides students practice at giving peer feedback
- Students should plan for and take initiative to make productive use of unexpected open time

- Demands that students take responsibility and initiative for their own learning

Problem solving

- Any competition between students must be well managed
- More creativity is required on the part of the CI to effectively plan learning if
 - students are performing at different proficiency levels
 - there is a shortage of patients
 - there are space constraints

During the first week

- Allow enough time for discussion
- Ask about the students' perceptions of the 2:1, concerns, etc.
- Talk about feedback...receiving it in front of peers, giving feedback to each other, etc.
- Encourage students to work together to make decisions...regarding patient selection, intervention, etc.
- Discuss how to allow for the independence of one student if their peer is observing them.

Suggested learning activities

- During observation time, prepare students to do the documentation (or portions of it) after they observe the treatment.
- Before performing an initial examination, give students the chart and some time to mock-up the exam before they see the patient.
- When working/observing together, have them prepared to offer feedback to the treating therapist regarding one strength and one area for improvement...or ask a question regarding results, etc. This can be ongoing throughout the clinical
- Patient examinations: divide exam between students, the student not treating will be responsible for documentation of the results.
- Write goals independently (e.g. following a patient exam) and have them compare goals and give feedback.
- When working together with a more dependent patient, have one student role-play an aide...the treating student will need to direct the "aide" for assistance. The CI can then supervise.
- Have them peer review each other's documentation and offer feedback
- Eventually, have some patients consistently with the same student

RECOMMENDED CLINICAL EDUCATION RESOURCES

APTA Guidelines and Self-Assessments for Clinical Education – 2004

- Members can download free from APTA website. To find: go to APTA home page – Education programs – Educator resources – Clinical education.
- Single hard copies can be obtained from APTA Service Center by calling 800.999.2782.
 - Members free
 - Non-members \$7.00
- Packages of 10 can be ordered online from APTA
 - Members \$40
 - Non-members \$66.00

APTA Reference Manual for Center Coordinators of Clinical Education

- Members can download free from APTA website. To find: go to APTA home page – Education programs – Educator resources – Clinical education.
- Hardcopies available from APTA
 - Members \$9.00
 - Non-member \$15.00

Clinical Education: An Anthology

This set of three volumes compiles articles that underscore the importance and value of clinical education as an integral component of physical therapy education based on theoretical and research studies. Articles span the physical therapy literature as well as literature in other professions that also require applied learning experiences. This resource is excellent for clinical education instruction, conducting a literature review in support of research in clinical education, and identifying the state of the art in clinical education. The volumes are only sold as a set. Available from APTA: \$125 for members; \$175 non-members. The set includes:

- Clinical Education: An Anthology, Vol 1, (ISBN 978-0-912452-82-1, 470 pgs, 1992)
- Clinical Education: An Anthology, Vol 2 (ISBN 978-1-887759-08-3, 549 pgs, 1996)
- Clinical Education: An Anthology, Vol 3 (ISBN 978-1-887759-82-3, 900 pgs, 2000)

Clinical Education Site Program Development:

If you are interested in developing clinical education objectives for students that are specific to your site and/or if you would like to develop a web page for your site's clinical ed program, the link below (OSI Physical Therapy) is a good example of how these things could be done. In addition, the OSI webpage has some orientation materials that students could prepare for you prior to the first day of their clinical. If you currently mail a packet out to students prior to each clinical, having this information on the web could eliminate the need for such a mailing.

Link to OSI Physical Therapy:

http://www.osipt.com/asp_pages/careers_students.asp

SELECTED PUBLICATIONS for Clinical Education

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