



## New Clinical Instructor Resources

### About Us:

The CU Physical Therapy team is comprised of 5 faculty members and a clinical education program assistant. Each CE faculty member works as an Advisor for a group of students throughout their time in the PT Program. Most faculty communication will occur with the student's CE Advisor; technical questions can be directed to the program assistant. Visit our [website](#) for more information about our team and the program. Please do not hesitate to reach out with questions.

### Strategies and Tips

#### Planning:

- Provide a well-rounded **orientation** to your student, outline your expectations and orient them to the site itself
- Utilize a **weekly planning form** (found on website) to determine goals and *set aside time* to discuss:
  - What went well last week
  - What are the goals for the next week
  - How are we going to achieve those goals?
  - Concerns/accolades
- Review the long-term goals for the experience (sent by the school) and then consider how to break it down into weekly, short-term goals in order to reach the end goal.

#### Teaching Strategies

- Use regular, open communication so expectations are always clear
- **The student does not need to be with you at all times** or see every patient. They need time to think and reflect. Have the student do another activity (eg. reflect, chart review, documentation) while you see a patient independently, then regroup.
- Learn to ask clear, open-ended questions



### Clinical Reasoning/Reflection:

- Think out loud, and encourage the student to think out loud
  - This is the best way for students to understand how you think. It is also helpful for you to determine how your student is thinking and if they are making reasonable clinic decisions.
- Encourage reflection – many studies indicate that reflection is not only a powerful tool for developing clinical reasoning but what differentiates between novice and expert practitioners.
  - Asking “how” and “why” questions can be an excellent way to develop your student’s reflection and clinical reasoning skills
- Reflection can be divided into 3 domains. Use questioning to help guide the process.
  - Reflection FOR action – What are you going to do differently next time?
  - Reflection IN action – How are things going right now? (This is very challenging for many students)
  - Reflection ON action – How did things go? Why did you choose to do that?
- It is important to remember that **reflection is a skill**; students are at variable levels and therefore need varying degrees of facilitation.

### Resources

- Website:  
<https://medschool.cuanschutz.edu/physical-therapy-program/clinical-education>
- CU Clinical Education opportunities:
  - Various education opportunities are advertised periodically via email, including free or reduced price workshops related to clinical education.
  - A member of the CU Clinical Education Team is happy to provide on-site training/workshops upon request for a variety of clinical education topics
- CI Credentialing Courses:  
In collaboration with Regis University, the Credentialed Clinical Instructor Program (CCIP) Level 1 is offered in Colorado at least 2 times/year (fall and spring). See APTA [website](#), or email us for details.
- The CU Clinical Education Team is always available to provide 1:1 support. Please reach out to [PT.clined@ucdenver.edu](mailto:PT.clined@ucdenver.edu), or directly to your student’s advisor.

### Literature

How can I be an exemplar CI?

The following are excellent articles which outline contributing factors to excellent clinical experiences and attributes of exemplar CIs, with quick take-aways highlighted below:

McCallum CA, Reed R, Bachman S, Murray L. A Systematic Review of Physical Therapist Clinical Instructor Demographics and Key Characteristics: Impact on Student Clinical Education Experiences. *Journal of Physical Therapy Education*. 2016;30(3):11-20. **(See Table 4)**



## Physical Therapy Program

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Recker-Hughes C, Wetherbee E, Buccieri KM, FitzpatrickTimmerberg J, Stolfi AM. Essential Characteristics of Quality Clinical Education Experiences: Standards to Facilitate Student Learning. *Journal of Physical Therapy Education*. 2014;28:48-55. **(See Tables 1 & 2)**

Coleman-Ferreira K, Tovin M, Rone-Adams S, Rindflesch A. Achieving Clinical Instructor Competence: A Phenomenological Study of Clinical Instructors' Perspectives. *Journal of Physical Therapy Education*. 2019;33(3):224-235. **(See Figure 2)**

The following article is an excellent resource for developing clinical reasoning and providing reflective questions:

Atkinson HL, Nixon-Cave K. A tool for clinical reasoning and reflection using the International Classification of Function, Disability and Health (ICF) framework and patient management model. *Phys Ther*. 2011;91:416-430.

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### PHYSICAL THERAPY PROGRAM

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