

Boston University

Part-Time Integrated Clinical Experience

Integrated clinical experiences are intended to provide students an early opportunity to apply their academic knowledge and skills in the clinical setting under direct supervise of a clinical instructor. We believe that these ICE visits reinforce didactic and skill based knowledge via hands on participation in clinical application, discussion and occasional observation.

ICE solidifies to students the relevance of what they are learning in the classroom, it assist in preparing students for their full-time clinical experiences, and it provides them with an opportunity to demonstrate and observe the core values of our profession as modeled by their clinical instructors.

Below are a few of the key objectives for the Integrated Clinical Experiences to help you structuring your teaching in the clinic.

Objectives:

- Communicate with course instructor, peers and clinical instructors in ways that are congruent with situational needs and demonstrate respect for individual differences.
- Reflect on personal performance and take action to improve in response to feedback from course and clinical instructor.
- Understand the importance of modifying communication methods both verbal and non-verbally for interactions with patients, family members and other healthcare providers depending on situational needs.
- Consistently demonstrate respect for individual differences, including age, gender, culture and beliefs
- Evaluating own professional behavior in relation to the effect it has on others and changing that behavior when necessary.
- Demonstrates initiative, enthusiasm and professional curiosity.
- Perform components of a physical therapy patient examination using evidenced-based tests and measures per level of academic preparation with the appropriate level of supervision and guidance as determined by the clinical instructor.
- Perform components of a physical therapy intervention using evidence based treatments per level of academic preparation with the appropriate level of supervision and guidance as determined by the clinical instructor.
- Practice under the direct supervision of a clinical instructor in a safe manner that minimizes the risk to patient, self, and others.

On the following page you will find the Student Performance Evaluation. It is a formative tool to provide information about current performance and help direct students toward future improvements. It will be completed at the end of the 6 week experiences.

Please try to schedule a time to review this form with students on the final day of their experience. Students are responsible for returning all forms to Boston University.

Student Name _____

CI Name _____

Dates of ICE _____

Site Name _____

Student Performance Evaluation

Part 1: Core Values CI Evaluation

<p>Safety: Practices in a safe manner that minimizes risk to patient, self and others.</p> <p>SAMPLE BEHAVIORS</p> <ul style="list-style-type: none">a. Establishes and maintains safe working environment.b. Requests assistance when necessary.c. Uses acceptable techniques for safe handling of patients (eg, body mechanics, guarding, level of assistance, etc.).d. Adheres to proper infection control standards (universal precaution)	<ul style="list-style-type: none"><input type="checkbox"/> Consistently meets expectations<input type="checkbox"/> Progressing but not consistently meeting expectations<input type="checkbox"/> Does not meet expectations
<p>Professional Behavior: Demonstrates professional behavior in all situations.</p> <p>SAMPLE BEHAVIORS</p> <ul style="list-style-type: none">a. Demonstrates initiative (eg, arrives well prepared, offers assistance, seeks learning opportunities).b. Demonstrates active listening that shows the student is receptive to learning.c. Is punctual and dependable.d. Demonstrates initiative, enthusiasm and professional curiositye. Wears attire consistent with expectations of the practice setting.f. Demonstrates integrity in all interactions.g. Exhibits caring, compassion, and empathy in providing services to patients.h. Accepts feedback without defensiveness.i. Maintains patient privacy and modesty.j. Values the dignity of patients as individuals.k. Seeks feedback from clinical instructor related to clinical performance.l. Provides effective feedback to CI related to clinical/teaching mentoring.	<ul style="list-style-type: none"><input type="checkbox"/> Consistently meets expectations<input type="checkbox"/> Progressing but not consistently meeting expectations<input type="checkbox"/> Does not meet expectations

<p>Communication: Communicates in ways that are congruent with situational needs.</p> <ul style="list-style-type: none"> a. Communicates, verbally and nonverbally, in a professional and timely manner. b. Communicates respect for the roles and contributions of all participants in patient care. c. Listens actively and attentively to understand what is being communicated by others. d. Demonstrates professionally and technically correct written and verbal communication without jargon. e. Communicates using nonverbal messages that are consistent with intended message. f. Engages in ongoing dialogue with professional peers or team members. g. Interprets and responds to the nonverbal communication of others. h. Evaluates effectiveness of his/her communication and modifies communication accordingly. i. Adjust style of communication based on target audience. 	<ul style="list-style-type: none"> <input type="checkbox"/> Consistently meets expectations <input type="checkbox"/> Progressing but not consistently meeting expectations <input type="checkbox"/> Does not meet expectations
<p>Commitment to Learning and Self - Improvement</p> <p>SAMPLE BEHAVIORS</p> <ul style="list-style-type: none"> a. Regularly self-assesses performance and identifies learning needs b. Articulates learning needs and questions c. Seeks out appropriate resources, including relevant literature d. Identifies, acknowledges, and accepts responsibility for actions and reports errors. e. Takes steps to remedy errors in a timely manner. 	<ul style="list-style-type: none"> <input type="checkbox"/> Consistently meets expectations <input type="checkbox"/> Progressing but not consistently meeting expectations <input type="checkbox"/> Does not meet expectations
<p>CI Comments: Please comment on the students overall professional behavior, communication, and commitment to learning including strengths and areas that need continued focus:</p> <p>Student Comments: Please comment on your overall professional behavior, communication, and commitment to learning including strengths and areas that need continued focus:</p>	

Student Name _____

CI Name _____

Dates of ICE _____

Site Name _____

Part 2

Application of knowledge and psychomotor skills

Students please indicated the extent to which you were able to participate in the following activities:

Observation (O), Discussion (D), Performance (P), Performed frequently (F), Not applicable (N)

Review of a medical record, identify key findings and discuss the significant information with clinical instructor	O	D	P	F	N
Conduct elements of a physical therapy examination under the direct supervision of a clinical instructor and interpret the meaningfulness of the findings	O	D	P	F	N
Conduct elements of a patient interview under the direct supervision of a clinical instructor	O	D	P	F	N
Determine appropriate goals based on an individual's diagnosis, impairments, functional limitation and participation restrictions.	O	D	P	F	N
Determine a physical therapy plan of care to meet established goals	O	D	P	F	N
Conduct elements of a physical therapy treatment including monitoring response to treatment under the direct supervision of a clinical instructor	O	D	P	F	N
Collaborate with other members of the health care team.	O	D	P	F	N

CI Comments: Please comment on students ability to incorporate didactic course work including psychomotor skills into authentic clinical experiences including areas of strength and areas that need continued focus:

Student Comments: Please comment on your ability to incorporate didactic course work including psychomotor skills into authentic clinical experiences, including areas of strength and areas that need continued focus.