AMERICAN COUNCIL OF ACADEMIC PHYSICAL THERAPY
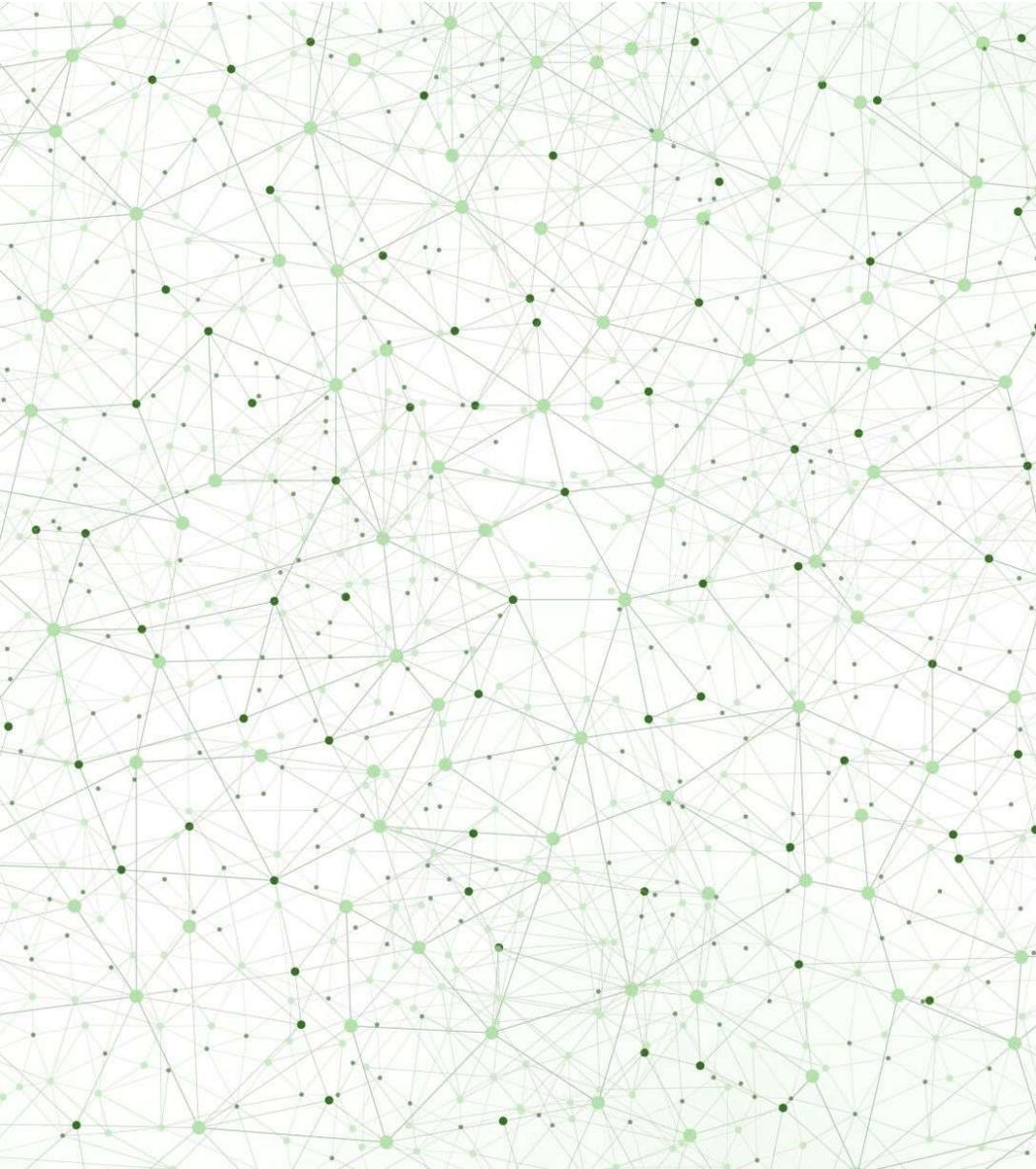
> **ONLY 5 spaces available** for **Forging ahead: the future of clinical reasoning**? Visit **acapt.org/crsymposium** to register TODAY!

> Have you used the **Excellence Framework** at **acapt.org/excellence**?

> Share your thoughts on 2 proposed bylaws/rules amendments. Details at **acapt.org/motionsforapproval**

University of Colorado
Anschutz Medical Campus

uchealth

University of Colorado
Anschutz Medical Campus

Creating a Culture of Excellence

Utilizing Clinical-Academic Partnership to Cultivate Clinical Instructor Development Opportunities

Jenny Logan PT, DPT, NCS

Board Certified Neurologic Clinical Specialist
Site Coordinator of Clinical Education (SCCE)
University of Colorado Hospital
Jennifer.Logan@UCHealth.org

Catherine Bilyeu PT, DPT, OCS

Board Certified Orthopedic Clinical Specialist
Assistant Professor | Clinical Education Team
Faculty Residency Program Coordinator
University of Colorado Physical Therapy Program
Catherine.Bilyeu@cuanschutz.edu

If you use the information provided as a framework for your academic or clinical institution, please reference this presentation and the authors cited here.

Objectives

1. Outline the process for the collaborative development of an educational series for clinical instructors, considering the self-identified needs of CIs as well as constructs identified as key for facilitating excellence in physical therapist education

2. Share details of the CI development series, including content, instructional design and timing

3. Summarize the importance of academic/clinical partnerships in creating and promoting CI development opportunities

uchealth

University of Colorado
Anschutz Medical Campus

Background

- Clinical instructor competence
  - Skilled clinician
  - Teaching/mentoring skills
  - Communication
  - Professional behaviors
  - Reflective learner/collaborator
- Novice --> expert
- Need for CI development
- Strong SCCE
- Partnerships with academic institutions

(Benner, 1982)

Excellence in Physical Therapist Education

(Jensen et al., 2017)
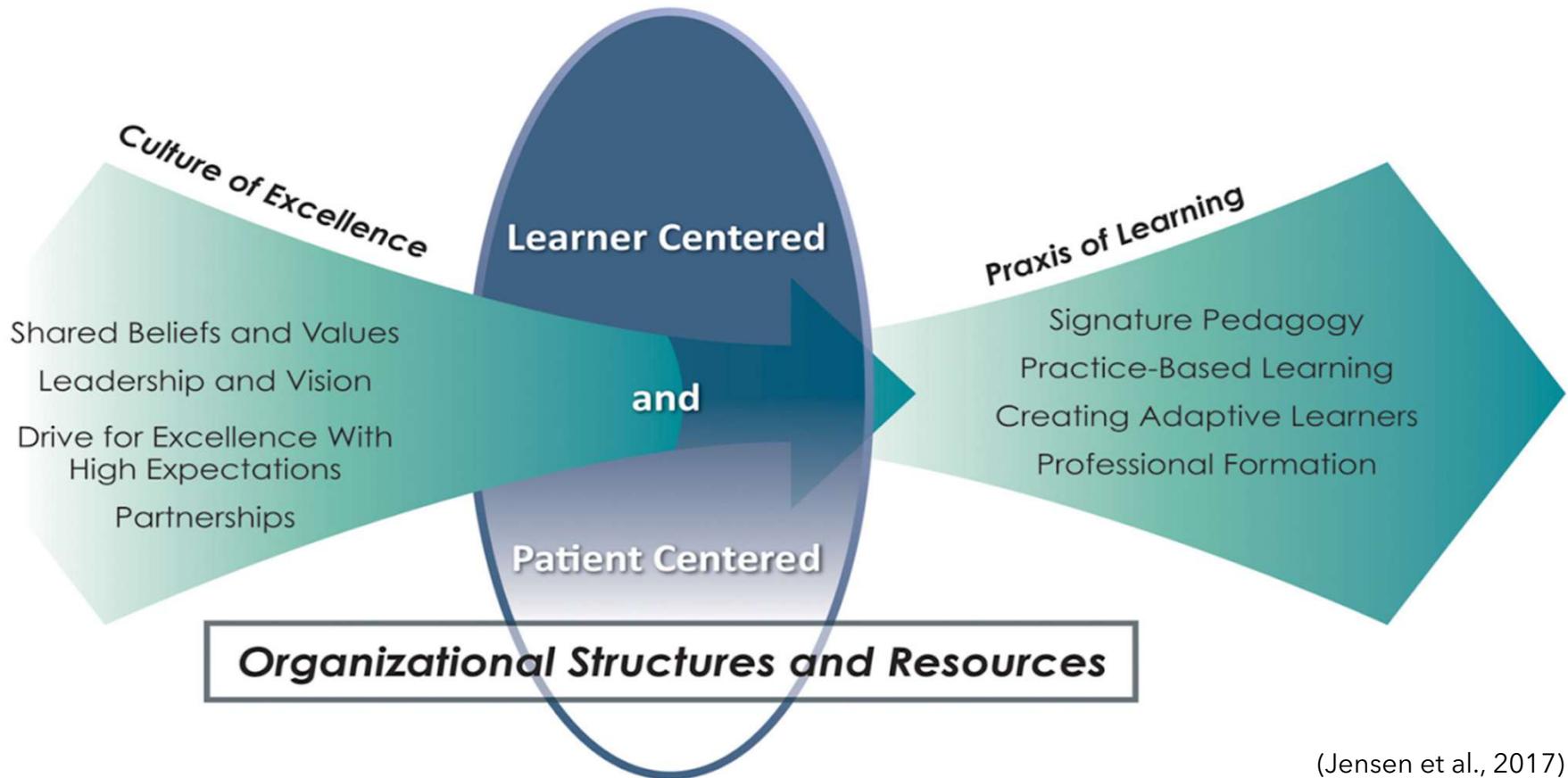
What Constitutes Fair and Equal Partnership?

- Historically, clinical and academic relationships lopsided or unequal
- Partnerships need to be mutual, fair, responsible to support needs on both sides
- Shared vision for students to have best clinical experience possible
- Shared responsibility of clinical site (SCCE) and academic program to ensure CI readiness and competence

Establishing/Maintaining a Partnership

Academic program

- *Determine closest clinical partner*
- *Provide education on importance of fair and equal partnerships*
- *Make it known that you are willing to support sites and clinicians*

Clinical site

- *Determine closest academic partner*
- *Determine what is most helpful or what gaps exist for CIs (continuing education, more support, resources, etc)*
- *Feel empowered to reach out to ask for what you need*

University of Colorado
Anschutz Medical Campus

University of Colorado Health System

University of Colorado Hospital Inpatient

- 800 beds
- 145 therapists (PT, OT, SLP)
- 2 SCCEs
- Rehab Educator
- 30 PT students/year (½ from CU PT)
- Encourage CCIP
- Providing CI development

Outpatient (hospital-based and satellite clinics)

- 5 clinics with SCCE at each clinic
- Rehab Educator
- 30 students/year (½ from CU PT)
- Providing CI development

University of Colorado Anschutz Medical Campus

CU DPT Program

- Graduate medical campus
- 2.5-year DPT Program
- 70 Students per cohort

Clinical Education

- Clinical Education team (3.0 FTE faculty, 1.0 FTE admin)
- 5 clinical education experiences
 - 2 ICE
  - 3 long-term full time

An Impetus for Change

- Administrative time decreased
- Continuing education money decreased
- Brief hiatus from taking students
- Looking for creative ways to continue to provide cost-effective CI development opportunities
- Reached out to academic partner, CU PT program

Priorities Identified

- Decided on next steps
  - Needs assessment
  - Prioritizing needs
  - Collaborative planning of sessions
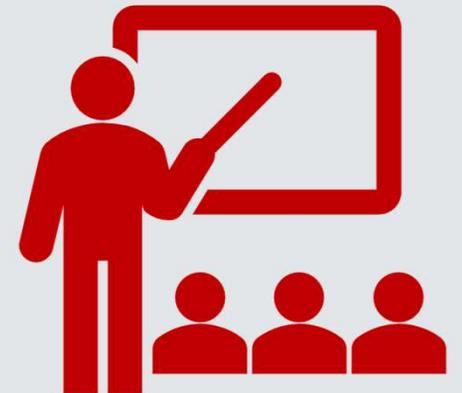
Program Development

Academic and Clinical Team Leaders Brainstorm

Use of Needs Assessment Data and Literature Review

Academic Team Led Development of Sessions

Stand Alone Sessions, Concepts Build

Teams Debrief Following Each Session

uchealth

University of Colorado
Anschutz Medical Campus

Brainstorming Results:

- Multidisciplinary audience

- Across the educational continuum of student experience

- Relevant for various settings/patient populations

- Topics

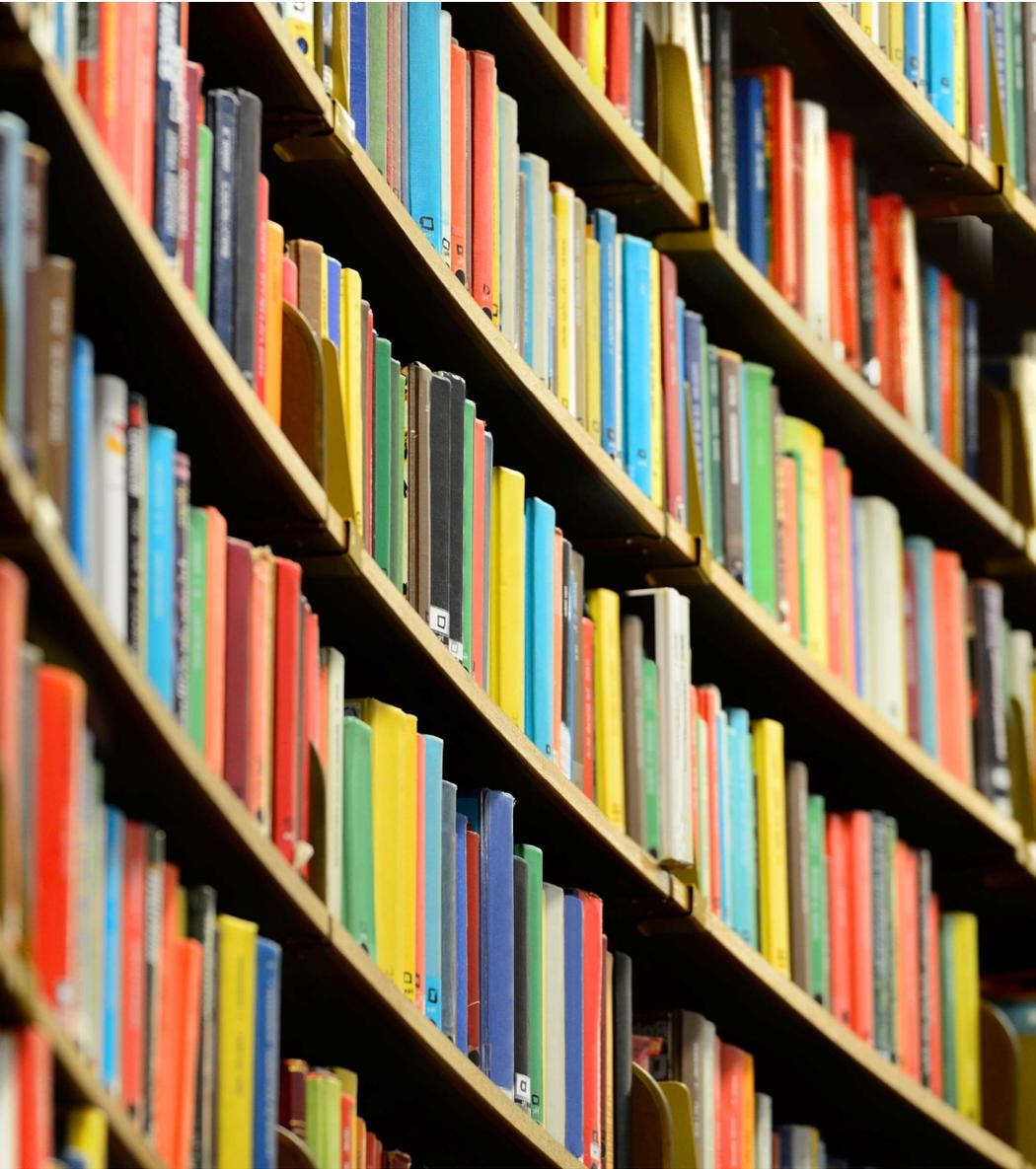- Timing

- Implementation & delivery
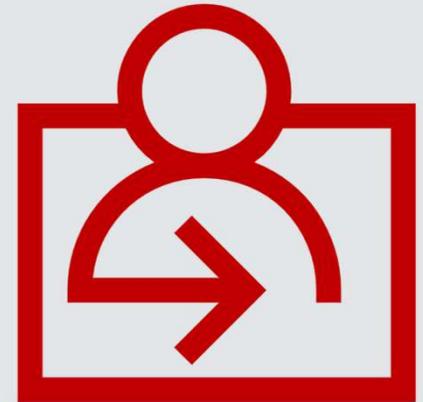
Needs Assessment

Top areas of interest:

1. Teaching techniques
2. Clinical reasoning
3. Student confidence
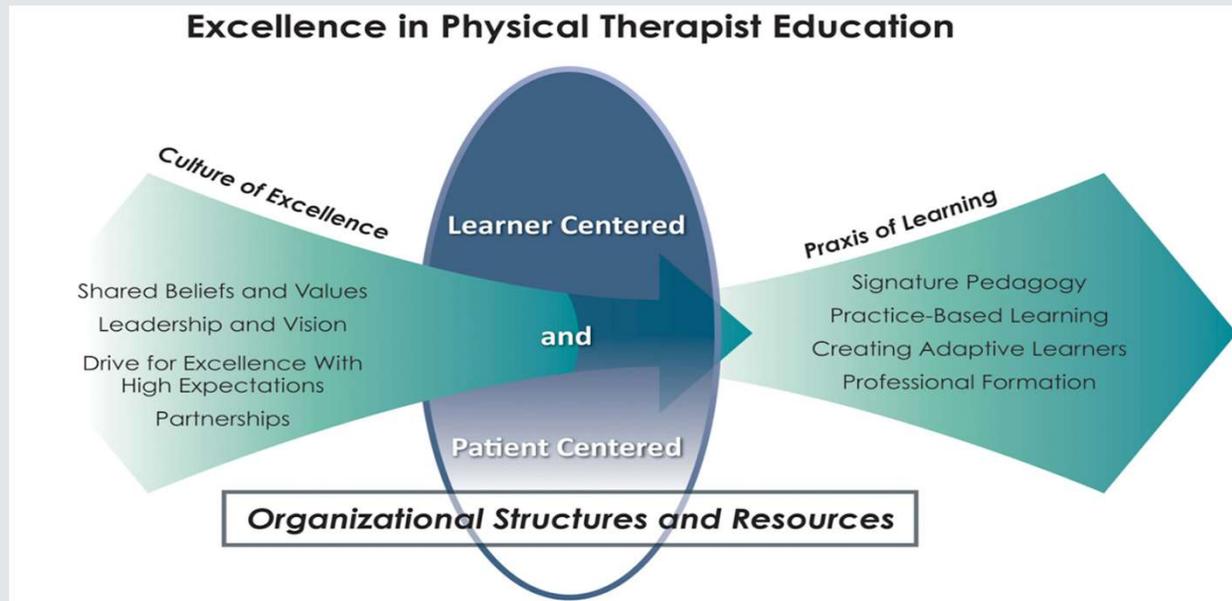4. Student progression
5. Use of Questioning

Literature Review

- Excellence in DPT Education

- Education Literature

- Faculty Development Literature

Introduction of Frameworks
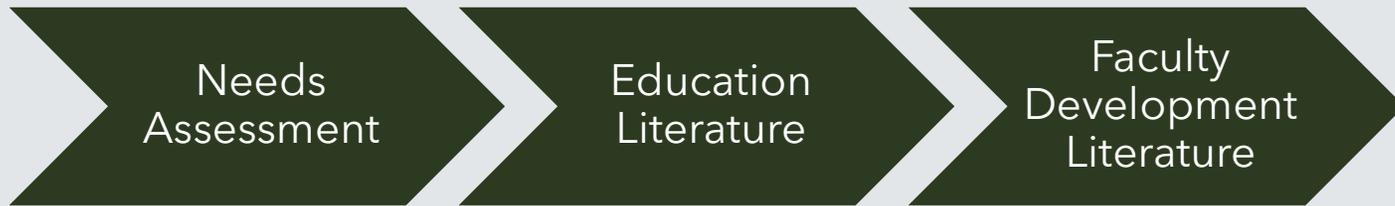

(Chick et al., 2018)

(Jensen et al., 2017)

Transformative Learning
(CI as learner)

- Need to infuse learning science

- Draw on experience

- Reflection critical

- Active learning

- Community of practice

- Value of repetition

Structure

TIME   DAY OF WEEK   FREQUENCY   INSTRUCTIONAL DESIGN   DELIVERY FORMAT

Session 1 – Using Questioning to Enhance Learning

Objectives

1. Understand the benefits of a Socratic (questioning) approach to teaching and learning

2. Utilize Blooms Taxonomy to create questions which gradually promote higher level thinking in the clinic

3. Create effective questions using frameworks to facilitate reflection and reasoning

4. Identify the links between clinical reasoning, reflection and feedback

Details

- Pre-work: short video module that covered blooms taxonomy and Socratic questioning

- Zoom delivery

- Built on module in live session

- Activity in small groups – drew on experience and reflection

- Q and A

- Summary

uchealth

University of Colorado
Anschutz Medical Campus

Session 2 – Clinical Reasoning and Critical Thinking

Objectives

1. Review foundational concepts from the Clinical Reasoning Blueprint (Reilly et al., 2022)

2. Apply concepts from the Clinical Reasoning Blueprint to real student cases

Details

- Pre-work: Review reflection questions
- Intentional connections to prior sessions highlighted
- Mini-lecture
- Small group activity
- Large group idea sharing
- Summary

Session 3 – Teaching Strategies to Optimize Learning

Objectives

1. Examine the influence the CIs teaching philosophy has on student learning

2. Apply the Learning Triad (Plack, 2008) to a case scenario

3. Develop teaching strategies to enhance student learning

4. Modify teaching approach to maximize supports and minimize barriers to student learning

Details

- Prework: outlined article sections to skim (Plack, 2008)

- Hybrid delivery

- Opened with case

- Mini-lecture

- Activity using case, guided by "cheat sheet"

- Q and A

- Summary

uchealth

University of Colorado
Anschutz Medical Campus

Session 4 – Addressing Student Confidence

Objectives

1. Identify contributors to student confidence

2. Explain why confidence impacts student learning

3. Describe how over/underconfident students present

4. Share strategies that support confidence and learning

Details

- Prework: watch Ted Talk, "The Power of Yet" by Carol Dweck

- Zoom delivery

- Lecture

- Large group share examples

- Q and A

- Summary

Session 5 – How to Progress a Student

Objectives

1. Consider contributing factors to progressing students

2. Identify approaches to progression grounded in teaching strategies

3. Recognize the need to *understand* the learner

4. Apply teaching and learning principles to student cases

Details

- Zoom delivery

- No prework

- Highlighted intentional connections to past sessions

- Mini-lecture

- Activity in small groups – used a guiding sheet and case examples

- Debrief and summary

uchealth

University of Colorado
Anschutz Medical Campus

Session 6 – Managing Time and Space

Objectives

1. Identify barriers and facilitators for taking students, specific to your location

2. Develop a plan for creating an environment conducive to learning through strategies for managing time and space

Details

- Zoom delivery

- Flood the Chat activity – facilitators, barriers

- Mini-lecture: focus on preparation and setting clear experiences

- Reflection activity → group discussion

- Summary

uchealth

University of Colorado
Anschutz Medical Campus

Session 7 – Supporting Professional Behaviours

Objectives

1. Explore the affective domain of learning

2. Apply a framework for classifying, assessing, and addressing professional behaviors (May et al., 2010)

3. Critique a role play of CI-student interaction

Details

- Zoom delivery

- Pre-work: Skim the Professional Behaviors for the 21st Century Document (May et al., 2010)

- Mini-lecture

- Large group discussion reviewing case

- Practice language providing feedback on a lapse in professional behavior

- Summary

uchealth

University of Colorado
Anschutz Medical Campus
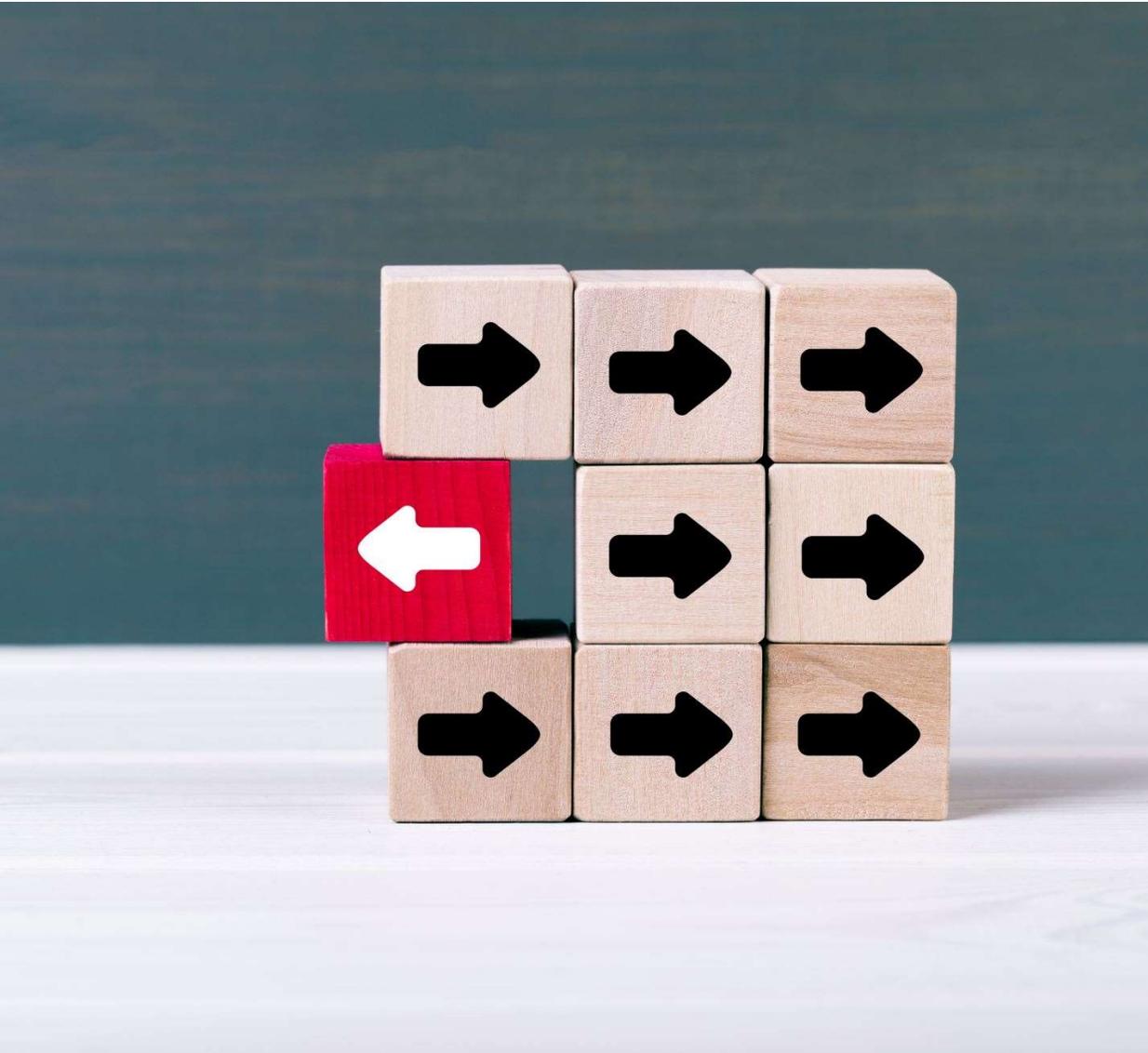
Program Outcomes

- Attendance: 30-60

- Course Evaluations / Comments

- Team thoughts

- Challenges

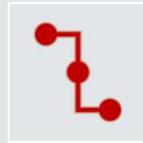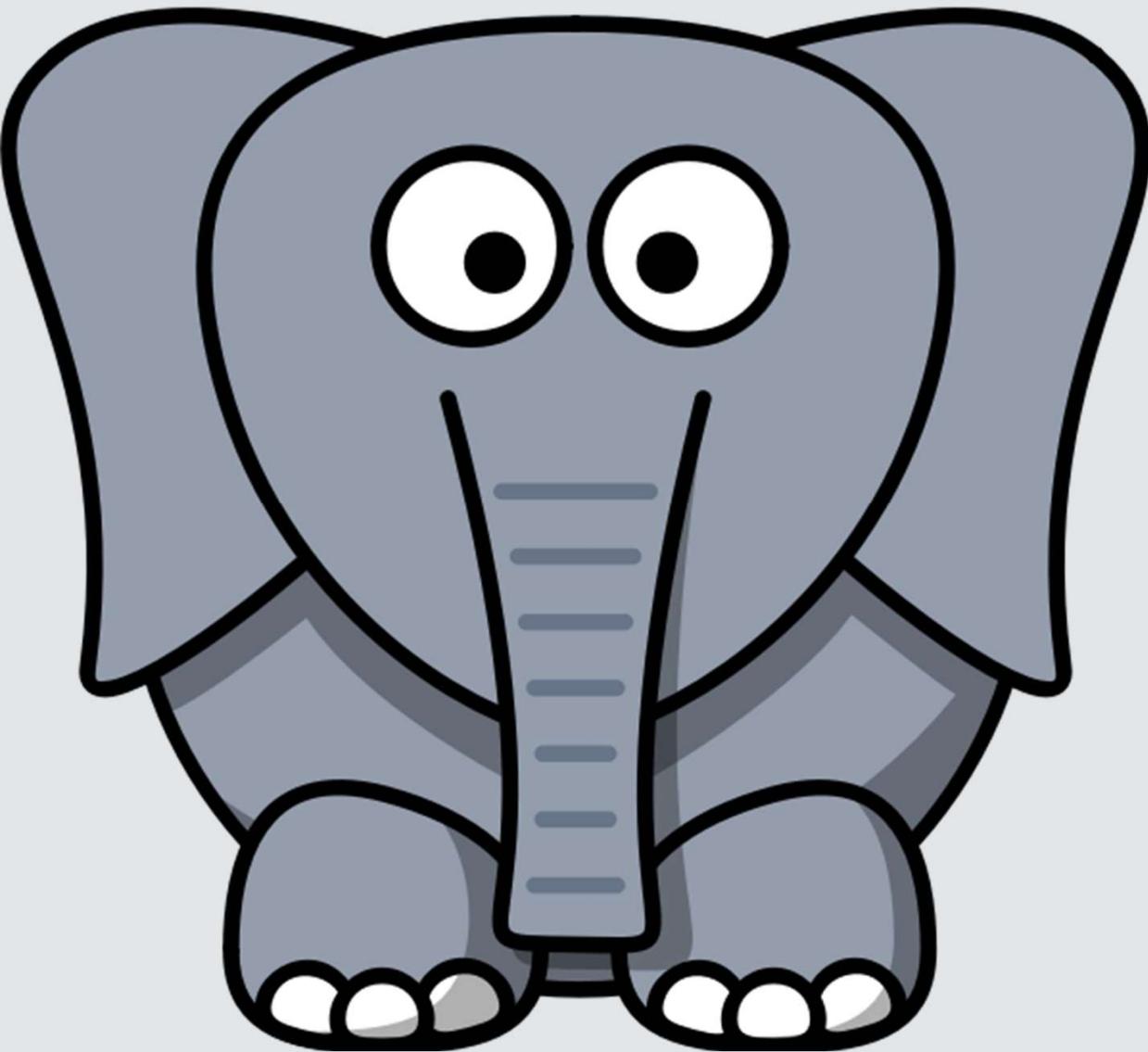# Themes: Clinical / Academic Partnership

Collaboration   Commitment   Connection   Defined values   Communication

How is this different from the CCIP?

Thank you to ACAPT and NCCE

>

- acapt@apta.org
- acapt.org/about/consorti um/national-consortium-of-clinical-educators

AMERICAN COUNCIL OF ACADEMIC PHYSICAL THERAPY

STRIVING FOR EXCELLENCE

References

Benner, P. (1982). From novice to expert. *American Journal of Nursing.*82(3): 402-407.

Buccieri KM, Pivko SE, Olzenak DL. Development of an expert clinical instructor: A theoretical model for clinical teaching in physical therapy. *J Phys Ther Educ.* 2013;27(1):48-57.

Chick N, Kenny N, Berenson C. Developing a learning culture: A framework for the growth of teaching expertise. *Faculty Focus.* 2018.

Jensen GM, Nordstrom T, Mostrom E, Hack LM, Gwyer J. National study of excellence and innovation in physical therapist education: Part 1- design, method, and results. *Phys Ther.* 2017;97(9):857-874.

Jensen GM, Mostrom E, Hack LM, Nordstrom T, Gwyer J. *Educating physical therapists.* Thorofare, NJ: Slack Incorporated; 2019.

May W, Kontey L, Iglarsh ZA. *Professional behaviors for the 21st century.* 2010. https://www.marquette.edu/physical-therapy/documents/professional-behaviors.pdf.

O'Sullivan PS, Irby DM. Reframing research on faculty development. *Acad Med.* 2011;86(4):421-428.

Palmer RJ, Rapport MJ. The effect of on-site visits from the physical therapy clinical instructor perspective: A mixed-methods approach. *J Phys Ther Educ.* 2022;36(3):186-195.

Plack, Margaret M. PT, EdD. The Learning Triad: Potential Barriers and Supports to Learning in the Physical Therapy Clinical Environment. *J Phys Ther Educ.* 22(3):p 7-18.

Recker-Hughes C, Wetherbee E, Buccieri KM, Timmerberg JF, Stolfi AM. Essential characteristics of quality clinical education experiences: Standards to facilitate student learning. *J Phys Ther Educ.* 2014;28:48-55.

Reilly M, Furze J, Black L, Knight H, Niski J, Peterson J, Jensen GM. Development of a Clinical Reasoning Learner Blueprint: A Guide for Teaching, Learning, and Assessment. *J Phys Ther Educ.* 36(1):p 43-50, March 2022.

Steinert Y, Mann K, Anderson B, et al. A systematic review of faculty development initiatives designed to enhance teaching effectiveness: A 10-year update: BEME guide no. 40. *Med Teach.* 2016;38(8):769-786.

Steinert Y, Irby DM, Dolmans D. Reframing faculty development practice and research through the lens of adaptive expertise. *Med Teach.* 2021;43(8):865-867.