

Developing the Role of the CCCE in a Clinical Education Program

This workshop is designed to provide Center Coordinators of Clinical Education (or those designated with that role and responsibility) with tools and information essential to planning and implementing a clinical education program.

Objectives:

1. Define the role of the CCCE in establishing a clinical education program.
2. Describe the role of the CCCE in evaluating student performance.
3. Identifying effective communication strategies for the CCCE.

CCCE TRAINING WORKSHOP: Developing the Role of the CCCE in Managing a Clinical Education Program

OUR GOAL

●Provide Center Coordinators of Clinical Education with tools and information essential to planning and implementing a clinical education program.

OBJECTIVES

●Define role of CCCE in managing a clinical education program.

●Describe role of CCCE in evaluating student performance.

●Identify effective communication strategies for CCCE.

CCCE

Responsibilities:

●Maintain up to date contracts and proof of liability insurance

●Update Clinical Center Information Form (CCIF)

●Accept students from academic institutions

●Provide information to student (orientation package)

●Assist in housing arrangements (as available)

●Orientation student to facility

CCCE Responsibilities (cont.)

● Feedback to CI and student

●Review CPI-midterm & final

●Oversee clinical experience

●Mediator between CI and student

●Liaison between ACCE, CI, and student

●Evaluate CI performance

CI Responsibilities:

●Direct daily activities

●Orient to specific tasks

●Design the learning experience

–maximize & enhance

–utilize available resources & opportunities

●Design goals and objectives

CI Responsibilities (cont.)

●Feedback to student performance

●Maintain open communication

●Seek feedback from student

●Act as a role model for student

Offering Spots - Factors to Consider:

●Staff

●Clinic setting

●Academic institutions

●Number of students

●Staffing patterns

●First come, first serve, or guaranteed spots

- Length of affiliation
- Clinical models
- Cancellation policies

Sample Spread Sheet:

Sample Calendar:

Orienting CIs:

- Encourage CI to attend CI Credentialing & Education Program.

●Review:

- ✓ goals and objectives of clinical education program
- ✓ CI responsibilities
- ✓ available resources
- ✓ CPI

Supporting the CI:

- Monitor CI's caseload, assist with time management issues.
- Act as objective third party between CI and student.
- Facilitate communication between CI, student, and ACCE.

Student Orientation Package:

What to Include:

- CORI Requirements
- Immunization Requirements
- Drug Testing Requirements
- See handouts for other

Information Sent to the Clinical Site:

- Student Data Form
- Student Evaluation of the Clinical Site
- CPI
- OSHA
- HIPPA
- other

Information Which MUST Come Directly from the Student

- Student Health Form
- Immunization record
- Results of required drug testing
- Evidence of CPR Certification
- CORI checks
- Documentation of disability and SPECIFIC request for accommodations.

The CCCE & the CPI

What does the CI's assessment of the student have to do with the CCCE?

CCCE can provide:

- Direction for consistent use of CPI
- Mentor to CIs
- Liaison between clinic & academic program

Background of the CPI

- The Physical Therapist Student version of the CPI was approved by the APTA BOD in November 1997, PTA version March 1998.
- Majority of academic institutions use CPI.

Why Use the CPI?

- Uniformity and consistency.
- Measures performance of multiple skills and behaviors.
- Fits clinic AND academic needs.
- Psychometrically sound (valid and reliable).
- CPI consistent with critical professional documents.

Direction for Consistent Use:

- Why is consistent use of the CPI necessary?
- How can the CCCE assist with developing consistency?

Benefits of Consistency:

- Expectations for all students
- Application of assessment
- Communication to student
- Communication to the academic program

How to develop consistency?

- Define entry-level therapist for your facility.
- Write down 5 items that define an entry-level therapist at your facility.

Entry-level at your facility

- Types of patients you see
complexity?
culturally diverse?

medically stable or unstable?
level of function?

Entry-level at your facility

- interdisciplinary communication
- delegation
- prevention, wellness opportunities
- consultation opportunities
- economic factors

*Use sample behaviors to help you define entry-level at your facility.

CCCE as mentor

- Check the CPI
complet
comments consistent with VAS mark?
consistent with comments on weekly
planning form? (or is it “out of the blue?”)

Supportive Forms

- Weekly Planning Form
- Anecdotal Records
- Critical Incident

CCCE as Mediator:

- Student and CI CPIs widely disparate?
- Student in agreement with the CPI?
- Student understands expectations?
- Consistency in grading between more than one CI?
- CI aware of the academic expectations?

CCCE as Mediator:

- CI aware of the clinic’s expectations.
- ACCE informed of problems?
- Student not succeeding in the clinical experience?
- Performance criteria on the CPI not being met?

Remember!

- The academic institution, NOT the clinical institution, passes/fails students.
*In making this decision, the academic institution relies on meaningful,
accurate feedback from the clinical setting.

Anticipated changes in the CPI

- Shorter!

- VAS defined by 6 anchors
- Clear definition of entry-level (but you still need to define it for *your* facility)
- Beyond entry-level anchor
- Tutorial to be completed by CIs

Communication Skills for the CCCE:

Mentor and Mediator

●CCCE is:

- ✓ neutral party at clinic
- ✓ mentor for new CI's
- ✓ mediator between CI and student

CCCEs as Mentor:

●Qualities of a mentor

- M=Model
- E=Encourage
- N=Nurture
- T=teach
- O=Organized
- R=Responsible, reliable, ready

CCCE as Mentor (cont.):

●Who is a mentor?

- Someone who has been there, done that, learned from the experience and enjoys sharing with CI's.
- Willing to assist the new CI to reach full potential as a clinical teacher

CCCE as Mentor (cont.):

List 2-3 ways in which you want to receive feedback.

CCCE's as Mentor (cont.):

●Constructive feedback involves:

- descriptive vs. evaluative
- specific vs. general
- focus on behavior
- share information vs. give advice

-positive, timely, current
-fair, honest, given in private

CCCE as Mediator:

- Remain neutral to CI and student
- Good communication skills

CCCE as Mediator (cont.):

- What does communication involve?
-Involves sending and receiving information, emotions, messages, thoughts, through visual, auditory and kinesthetic channels

CCCE as Mediator (cont.):

- Communication involves:
-nonverbal: facial expressions, hand gestures, dress, actions, spatial distances
-verbal: vocabulary context
-paralanguage: pitch, tone, speed, vocal qualities

CCCE as Mediator (cont.):

- Communication involves active listening:
✓spend more time listening
✓control personal bias

CCCE as Mediator (cont.):

- Active listening strategies
✓paraphrase
✓open-ended questions
✓close-ended questions
✓reflective
✓clarification

Essential Elements to Mediation

- Select time & place for meeting
- Develop trust with student & CI
- Separate people from the problem
- Active listening

- Gather facts
- Remain neutral
- Gain understanding from all parties

Goal of Mediation

- Resolve the problem or issue to achieve a mutually satisfied outcome/action plan.

Management of the Failing Student:

- Identify problems early.
- Proper feedback been given?
- Objectives identified?
- Student understood feedback?
- Professional or behavioral issues?
- Proper documentation of performance?
- Performance vs. personality issues?

Management of the Failing Student:

- Accuracy in student self assessment?
- Identify all the problems.
- Develop strategies for remediation.
- Are new goals and objectives being met?

Management of Exceptional Student:

- How can you challenge the student?
- What specific learning opportunities can you provide to the student?

Specific Examples of Student Issues

- The Student with a Disability:
 - Become knowledgeable about the ADA Law
 - Specific facts to remember:
 - student has record of disability
 - student needs to declare a disability
 - student needs to perform the essential functions of the job

SUPPLEMENTAL HANDOUTS

STUDENT ORIENTATION PACKAGE - WHAT TO INCLUDE

Introductory letter

Philosophy and/or mission statement

Statement regarding accommodations

Introduction to facility, programs, department, including
organizational tree, introduction to staff

Learning opportunities available

Directions, map of facility

General information re:

housing (if available)

public transportation

parking

work hours

holidays

etc.

Dress code

Meal breaks

Objectives for the learning experience

Clinical expectations

STUDENT ORIENTATION

Introduction to staff (clinical, support, clerical, administrative)

Tour of facility

Tour of department

Tour of staff office

Tour of treatment area and equipment

Brief explanation of regularly scheduled meetings, inservices, etc.

Brief introduction to patient scheduling, billing, documentation

Fire safety, OSHA regulations, policy and procedure manuals, etc.

Resources available to student: library, videos, computers, etc.

Weekly Feedback Form

Student:

Clinical Instructor (CI):

Date:

Week of clinical experience:

Student's review of the week:

CI's review of the week

Review of last week's goals:

Strengths/improved areas:

Areas needing improvement:

Goals/objectives for next week:

Suggestions to improve clinical experience:

Student signature:

Date:

CI's signature:

Date:

CCCE signature:

Date:

Critical Incident Report

Student's Name:

Evaluator/Observer:

Date:

Situation:

Behaviors:

Consequences:

Student Signature:

Evaluator's Signature:

CCCE Signature:

Anecdotal Record

Use this record to document problem behaviors as they occur. This method of formative evaluation is useful in providing students with feedback on their behavior. It is most often used with affective problem, but is also very useful in documenting recurrent issues in psychomotor or cognitive domains. Thorough documentation of all problem

behavior(s) is essential. The student's signature on this form is required for legal purposes. Please keep these few guidelines in mind:

1. Document the behavior as soon as it occurs.
2. Set up a meeting with the student and discuss the behavior openly.
3. Assure the student that this feedback is intended to help him/her improve.
4. Inform the student that should the behavior continue, it will be reflected on the mid-term and/or final assessment of his/her performance.
5. Inform the student if the CCCE an/or ACCE have been notified.
6. Include both the CI and the student signature. (The student's signature does not imply that he/she agrees; it means only that he/she has seen the document.

Student's name:

Date:

CI/Evaluator name:

Setting: (Place, persons involved, atmosphere, etc.)

Student action or behavior:

CI interpretation of student behavior:

Student's signature:

CI/Evaluator signature:

The Case of "Dewey in the Dark"

Setting: SNF

Student: This is the second clinical experience (CE) for a student who did well in his first CE, which was an outpatient setting. He is hearing for the first time at the midterm site visit from the CI that there are problems with the clinical experience in that his performance is lacking in several areas, particularly assessing the patient and completing the area of the SOAP note, which reflects these patient's problems.

CI: The CI has had 3 years of clinical practice and has had one student in the past. She gets overwhelmed with her own patient documentation responsibilities and she does not schedule meetings with the student on a regular basis.

Situation: The ACCE comes to the facility at midterm and learns for the first time that the student is not performing well. The student is angry about the situation and the CI is suggesting that the student be removed from the facility.

Please discuss the following:

- 1. What are the problems that you could identify in this situation?**
- 2. What action could the CCCE take to correct this situation?**
- 3. How could this situation have been avoided?**

Suggested Answers to "Dewey in the Dark"

1. Problems:
 - a. The student has not received feedback prior to the midterm regarding his performance.
 - b. There have been no scheduled meetings between the CI and student.
 - c. The CI is not experienced and needs guidance regarding her role as a CI.
 - d. Removal of the student from the clinical site will not allow the student or CI to strengthen their respective skills as a clinician and CI.

2. CCCE actions to correct the situation:
 - a. Meet with the CI, student, and ACCE to determine the problems in this clinical experience.
 - b. Develop objectives for the student and CI.
 - c. Meet with the student and CI to determine if objectives are being met.
 - d. Inform the ACCE of status.

3. CCCE actions to avoid the situation:
 - a. Mentor the CI as to the responsibilities inherent in the role of CI prior to the clinical experience.
 - b. Meet with the CI and student on a weekly basis to determine if objectives are being met and if the student understands the objectives.
 - c. If it is determined that there are problems, inform the ACCE as soon as possible.

NECACCE Workshop Evaluation

Developing the Role of the CCCE in Managing a Clinical Education Program

October 7, 2007

Please complete and hand in this evaluation at the conclusion of the workshop.

A. Using the scale below indicate the usefulness of the material presented.

1: somewhat useful 2: moderately useful 3: very useful

Section I: Maria Cusson 1 2 3

Section II: Ellen Wetherbee 1 2 3

Section III: Diana Kenny 1 2 3

B. Using the scale below, indicate the effectiveness of the presenters.

1: somewhat effective 2: moderately effective 3: highly effective

Section I: Maria Cusson 1 2 3

Section II: Ellen Wetherbee 1 2 3

Section III: Diana Kenny 1 2 3

C. Please describe the best part (s) of the course.....Why?

D. Please describe the part(s) that were less helpful.....Why?

E. Additional Comments: