



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:

Name of School	Last student	CI assigned	Ins. Expires	Contract Expires	Next student	CI assigned
AIC	3/06	John	12/30/06	7/1/07	9/06	Betsy
QU	9/05	Meg	7/1/07	9/1/07	5/07	Chris
UH	7/06	Tracy	10/30/06	12/1/06	3/07	John

Sample Calendar:

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1	2
3	4 CU student begins	5	6	7	8	9
10	11	12	13 Review midterm CPI UH	14	15 Midterm Review -UH	16
17	18 BU student begins	19	20	21	22	23
24	25	26	27 Review Final CPI AIC	28	29 AIC student ends	30

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
complete?
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